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ABSTRACT

The progress and problems of the South Carolina organization for administration of Title I of the Higher Education Act of 1965 are discussed. Points covered are state organization, administration, comments of the implementing agency, state agency recommendations, financial report, program summary, and U.S. Office of Education staff review of state operations. Six tables are included. (CK)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PROGRESS REPORT

of

Community Service and Continuing Education Programs conducted by
Institutions of Higher Education in South Carolina
with support from federal funds available under
the provisions of Title I of the Higher Education Act of 1965

FISCAL YEARS 1966-1970

Prepared by

College of General Studies
University of South Carolina
State Implementing Agency for Administration
of the
South Carolina State Plan

May
1971

UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, S. C. 29208

COLLEGE OF GENERAL STUDIES

May 1971

The Honorable John C. West, Chairman
South Carolina State Budget and Control Board
State House
Columbia, South Carolina

Your Excellency:

Transmitted herewith is a report of the activities of the College of General Studies in its function as the implementing agency for the State Budget and Control Board for Title I of the Higher Education Act of 1965 (Community Service and Continuing Education). This report covers the funding and progress of programs through July 1, 1970.

Respectfully yours,

Nicholas P. Mitchell

Nicholas P. Mitchell,
Dean

js

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INTRODUCTION

Title I of the Higher Education Act of 1965, Public Law 89-329, authorized Congress to provide federal funds to strengthen the capability of institutions of higher education to conduct community service and continuing education programs designed to assist in the solution of community problems. Eligibility for state participation required designation of a State Agency by the Governor, creation of a State Advisory Council broadly representative of institutions of higher education and the development of a State Plan to be approved by the U. S. Office of Education.

Grants to states authorized under the original legislation provided for seventy-five percent federal funds to be matched by twenty-five percent from sources other than federal for fiscal years 1966 and 1967. For fiscal year 1968, the federal portion was fifty percent. A modification of the original legislation was made by Congress in 1968 authorizing federal participation amounting to sixty-six and two-thirds percent for fiscal years 1969, 1970 and 1971. The level of funding is dependent upon annual congressional appropriations.

An eligible "community service program" is defined in the Act, as: "an educational program, activity, or service, including a research program and a university extension or continuing education offering, which is designed to assist in the solution of community problems in rural, urban, or suburban areas, with particular emphasis on urban and suburban problems.

South Carolina has participated in the program since May of 1966. Since that time South Carolina has received approximately $800,000 in federal funds for the administration and conduct of programs covering the five year period. This amount has been matched by higher educational institutions in the state by approximately $485,000 of in-kind contributions.

This progress report briefly describes the South Carolina organization for administration of the program, discusses progress and problems as seen by the Title I Administrator, presents recommendations concerning Title I and Community Service and Continuing Education in the state, and describes each program funded by the state agency. Also included are tables showing institutional participation and funding allocations.

It should be noted that while the recommendations contained in this report relate specifically to the operation of Title I in South Carolina they also reflect the need for a greater effort by our higher education institution in the field of Community Service and Continuing Education.

The State needs to be able to draw on the expertise of South Carolina colleges and universities in order to insure that all of its human resources are developed to their full potential. It also needs to develop a permanent partnership with our educational institutions in promoting activities that make for better community living. For the universities this will require a deeper involvement, not only with the adult, but with his community as well. For the State this will require proper recognition and financial support for the role to be played by South Carolina's higher education institutions in Continuing Education and Community Service.

STATE ORGANIZATION

STATE ORGANIZATION

Governor of the State of South Carolina

The Honorable John C. West

State Administering Agency for Title I - HEA 1965

The State Budget and Control Board

State Advisory Council

Dr. R. Wright Spears, President
The Columbia College
Chairman of Council

Dr. Charles S. Davis, President
Winthrop College

Dr. James A. Morris, Commissioner
for Higher Education

Dr. John F. Potts, Executive Director
Triangle Association of Colleges

Mr. Melford A. Wilson
Vice President for Business and Finance
Clemson University

Consultant

Dr. Marshall Brown, Coordinator
S. C. Commission on Higher Education Facilities

State Implementing Agency

College of General Studies
University of South Carolina

Dr. Nicholas P. Mitchell, Dean

John J. Powers, Coordinator, Title I

Barbara R. Porter, Research Assistant

ANATOMY OF TITLE I IN SOUTH CAROLINA

U. S. COMMISSIONER OF EDUCATION

Department of Health, Education, and Welfare

Governor of South Carolina

designated

State Budget and Control Board to administer the State Program

↓

through

↓

State Advisory Council representative of: State higher education system, Private colleges and universities, Junior colleges

College of General Studies, University of South Carolina to implement the State Program

↓

through

↓

State Coordinator Liaison officer between: participating schools, State Advisory Council and HEW Commissioner

who jointly develop

↓

The State Plan

to alleviate priority community problems

through

University Sponsored Programs
supported by federal and non-federal funds

ADMINISTRATION

ADMINISTRATION

The State Plan

The original State Plan was developed by the State Agency in consultation with the Advisory Council. It was submitted to the U. S. Office of Education and received approval on June 15, 1966. The Plan sets forth the guidelines for selection of problems, selection of institutions, program development, program evaluation procedures, and for fiscal management.

Each fiscal year, the State Agency prepares the Annual Program Amendment to the State Plan in consultation with the State Advisory Council. The Program Amendment sets forth the problem area priorities selected and indicates specific aspects of the problem areas which should be considered by institutions of higher education when submitting program proposals to the State Agency. The Annual Program Amendment is sent to all institutions of higher education eligible to particpate in the program in an effort to get programs developed that will aid in solution of significant problems of concern to South Carolina communities and to the State of South Carolina.

Program Proposals

The State Agency has prepared a Manual of Policies and Procedures for use by institutions of higher education. Included in the Manual is the format for development of program proposals. The format calls for (1) a definition of the problem, (2) program objectives aimed at solution of the problem, (3) the educational methods to be used, (4) the extent of involvement of those to be served in development of the program, (5) extent of inter-institutional cooperation, (6) relationship to other efforts being made to solve the problem, (7) the extent to which other sources of funding have been investigated, (8) the adequacy of institutional resources to conduct the program, (9) the procedures for evaluation of the program, and (10) a budget detailing proposed expenditures of both federal and matching funds.

Approval Procedure

All proposals are reviewed by the State Agency to determine eligibility under the legislation, relationship to the requirements of the Annual Program Amendment, and to determine adequacy of the information provided. If necessary, revisions are requested. All proposals are then sent to the members of the State Advisory Council for review. The Council then meets and makes recommendations on each proposal to the State Agency. The State Agency is guided by the recommendations of the Council. The Council usually meets twice a year.

Program Execution

Each institution of higher education that receives a contract from the State Agency is required to submit periodic progress reports. Upon completion of the program, a final report is submitted to the State Agency, including (1) a written evaluation based on procedures outlined in the original approved proposal and (2) a final financial report.

Fiscal Procedures

The State Agency staff furnishes assistance in program budget preparation when requested to do so. Upon final approval of a program, the Agency contracts with the institution of higher education to conduct the program.

The State Implementing Agency, through the Office of Research Accounting, University of South Carolina, disburses federal funds to participating schools on the accounting basis of obligation. The documentation or administrative action which constitutes an obligation is execution of purchase order.

Upon completion of a program and submission to the State Agency of the final financial statements and other reports, the State Agency provides for a fiscal audit of the program. Final financial settlement with the institution is based upon the audit findings. The audits cover total program expenditures, both federal and matching funds.

COMMENTS OF THE IMPLEMENTING AGENCY

Title I of the Higher Education Act of 1965 was conceived to be both a problem-solving and an institution-building program. The original legislation authorized $15 million for Title I in Fiscal Year 1966, the initial year of funding, and $50 million a year thereafter. Actual appropriations nationally for Title I have only approximated $9.5 million for each of the six years the program has been in existence. South Carolina's pro-rata share based on population has been about $160,000 annually.

The provisions of Title I regulations outline two primary objectives:

1. To assist the people of the United States in the solution of community problems, such as housing, poverty, government, recreation, employment, youth opportunities, transportation, health, and environmental quality.

2. To strengthen community service and continuing education programs of colleges and universities.

Institution Building

Five years of experience in administering the program in South Carolina has shown that at the current level of funding, it is impossible to effectively achieve both of the above objectives. In those institutions which did not have an organization for extension activity, Title I funding has been insufficient both in amount and duration to provide for building an institutional strength in community service. The goal of institutional development demands, as a basic ingredient, the continuity of resources over a reasonable length of time. With full program funding perennially denied, colleges and universities in the State can not get, or be assured of, the kind of assistance they need to develop comprehensive community service and continuing education programs. This plus the questionable nature of Title I's continuance as a federal program has worked against any realistic attempt at institution building as originally envisioned by the Higher Education Act.

Problem Solving and Institutional Participation

In regard to the goal of community problem solving and institutional participation, the Title I Agency can report that reasonable success has been attained. Higher Education institutions are taking advantage of the opportunity for supplementary financial assistance to transform the potential they possess into action programs related to the community. This has created stronger communication lines between "Town and Gown" and has strengthened community-college relationships as well as providing an important learning experience for the participants from both areas.

In the early years response was limited to a few institutions, but over the past five years interest in Title I has increased in both state and private schools. For example, in FY 1971, twenty-eight proposals were received by the State Agency. These proposals requested over $394,000. Of the twenty-eight proposals received, only eight could be funded within the $156,000 allotted to the State for the Title I program.

Agency Operation

Not only has institutional interest in Title I financing grown, but also a certain sophistication has been developed within the agency and council members in working with and reviewing proposals submitted by the colleges and universities in the state.

In the beginning a distinct pattern was detected: an institution department or faculty member became aware of Title I and decided to use the educational services available to him to help solve a problem of personal concern regardless of community support or solid university backing. Plans were often developed in almost complete isolation from the community or college itself. This reflected the typical "Ivory Tower" approach. Needless to say, little success was achieved in accomplishing objectives. If the project director did not realize the reason for his lack of success, it soon became apparent at the Agency level. We found that the colleges and universities could not achieve success by doing things to and for people; they had to do things with the community and the people in it in order to reach a goal common to all.

These earlier experiences highlighted two important conditions that must exist for Title I if it is to make substantial community impact. First, there is the need to develop partnerships in problem solving between the institution and the community. The second is the need to develop more effective channels of communication between and within the institution and the community. The Title I Agency has worked consistently to insure that project directors recognize the above facts of life in community development work; projects not having "Town-Gown" partnerships are discouraged.

Few higher education institutions in the State have developed a community service department or branch to serve as a liason between the total institution and the community. Where such units are established, they serve to promote institutional commitment and can serve as a catalyst and as the conscience of the institution in matters relating to community betterment. Unfortunately a community service extension division can not be successful on its own; it must be an integral part of a total institutional commitment to community service. This commitment must stem from the highest administrative level of the institution. If projects are carried out without the consciousness of the total institution, then support will be limited, and the institution will neither grow nor benefit from the activity.

Another weakness that often appears when only a segment of the institution is involved in community service can be called "projectitis." This is brought about by the inability of the college to distinguish between <u>projects</u> and <u>programs</u> of community service/continuing education and is usually a crash rescue operation triggered by a local uproar in which a faculty member visualizes himself and Title I monies as the rescuer from inevitable doom. Such proposals are often narrow in scope and hastily developed, which due to the absence of true institutional commitment and continued funding, cause action to come to an abrupt halt once Title I funds have expired. What the Agency must strive for are <u>programs</u> in which town and gown link themselves together as partners to mutually explore innovative approaches to a given problem or a series of related problems. The initiator of the proposal must have the resources of the university and community behind him so that he can expect continued support when Title I funds cease.

While the above relates to developing a partnership between the institution and the community regardless of the funding level, it is also well to recognize the need to stretch our limited Title I funds in every way possible to increase community impact. One important way is through linking up Title I programs with programs of other agencies, thus enabling the limited resources of Title I to supplement what is being done and as a result make a deeper impression on community growth. This is evidenced by a joint venture between Converse College and the South Carolina Hospital Association in promoting improved outpatient clinic care.

Program Progress

Within our universities there has been an increase in the number of academic disciplines, schools, and divisions involved in community service programs as a result of Title I. The participation of the University of South Carolina School of Pharmacy, School of Business Administration, and Bureau of Urban and Regional Affairs in Title I was a factor in additional grants later received by these departments from federal and private sources. The Bureau of Urban and Regional Affairs is particularly noteworthy as it received its first grant in Fiscal Year 1967. The Bureau secured additional Title I grants in 1968 and 1969 and now has been selected as one of two institutions in the nation to carry on manpower research for the Department of Labor. Other schools that have extended the seed money of Title I to grants from other agencies include Furman University and Converse College.

The amount of institutional personnel aware of and involved in Title I programs has increased steadily since 1966. Of the forty-six projects funded in South Carolina during 1966-70, one person has received four grants, four persons have received three grants, seven persons have received two grants, and thirty-five people have received one grant with nine of these 35 receiving their grant in Fiscal Year 1970.

Cooperation between two or more departments in an institution is now beginning to develop successfully at one participating institution, Clemson University. Earlier attempts to implement an interdisciplinary program at other schools served only to demonstrate the lack of an administrative mechanism for mounting such a program.

To date the inter-institutional pooling of resources in Title I programs has been negligible. In those few cases where the faculty members have participated in projects sponsored by institutions other than their own, the participation has been limited almost solely to guidance and lecture appearances; even this meager amount of inter-institutional participation appears to be the result of an interested faculty member rather than an institutional or departmental commitment. The one exception to this pattern has been the efforts of several colleges in programming through the state's educational television system.

Summation

Past experience has taught us that programs must meet several criteria if they are to substantially motivate community action. First of all they must be planned with the community -- citizen groups, local government, neighborhoods. Second, they must contribute to the development of programs which have been

narrowed to aim for the possible while not duplicating existing community programs. Third, they must be addressed to and have the support of community leadership so as to provide the maximum multiplier effect. Fourth, they must relate wherever possible to specific and on-going action programs of government agencies or community organizations so that the action generated by the program will not expire when funds dry up. And last, they must bring together citizens, leaders, government officials, faculty, and research professionals in common learning experiences.

It is the view of the State Agency that progress has been made under Title I during the past five years. It is also the view of the State Agency that with the small amount of federal funds appropriated annually for Title I that community problems per se cannot be "solved," but that Title I proposals can assist in the solution of identified problems.

This situation can be improved in part by increased funding as originally envisioned under the Act. It can also be improved by a stronger commitment on the part of colleges and universities within the State to assist people in the solution of community problems and a desire on their part to cement, on a more or less permanent basis, an effective and viable relationship between our institutions and our communities.

To do this our higher education institutions must demonstrate the validity of the original premise of Title I, that they have the capacity to institutionalize their competencies in community service programming and have the resources to aid in the solution of community problems.

STATE AGENCY RECOMMENDATIONS

Discussions with other state Title I administrators and reviews of reports made by them and the National Advisory Council on Extension and Continuing Education indicates that after five years of operation there are six main problem areas facing Title I agencies. A recent report made by the University of Tennessee identifies the six problem areas as follows:

1) inadequate congressional funding and legislative uncertainties.

2) indequate commitment of colleges and universities to the need for community service.

3) resistance in opening channels of communication between "town and gown."

4) a dearth of strong proposals that balance the dual-aims of Title I.

5) inadequate identification and utilization of, and reward for, faculty members involved in community service and continuing education activities.

6) inadequate evaluation procedures to measure the impact of Title I programs accomplishing its dual-aims.

These problem areas are concurred in by the South Carolina State Agency as problems facing the operation of Title I in this State. The recommendations that follow relate to the above listed problems and are addressed to the many audiences that we work with or depend on for support in carrying out the agency mission. They include our state's congressmen, administrators and faculty at colleges and universities in South Carolina, the United States Office of Education, governmental officials and community leaders, the State Advisory Council, and the State Agency itself:

1) That Congressional appropriations for Title I programs be included in the appropriation act the fiscal year preceding that for which they are available for obligation, that the Title I legislation should be amended to provide for appropriations on a two-year basis, and that the annual federal contribution to Title I activity be increased systematically, with not less than $25 million appropriated for fiscal year 1972.

2) That all of the state supported universities and the stronger private institutions of higher education do some soul searching and make a declaration of commitment to deepen their involvement in communities and to assist communities in the solution of their problems. Each across the board declaration of commitment should be widely disseminated.

3) That each of these institutions of higher education analyze its resources and its present involvement in community service, possibly by utilizing a broadly representative, multi-disciplinary advisory committee that could: (a) systematically review current programs in relation to communities; (b) examine the quality, quantity, and kind of human and material resources available; (c) examine the institution's abilities and capacities for change; (d) redefine the institution's functions in light of new conditions and new demands; and (e) examine its administration's capacity to deal creatively with the formal and instrumental functions of federal, state, and local governments and the legal framework for support of community services and urban development.

4) That after these institutions analyze their resources and their present involvement in community service, they devise significant and meaningful Title I community service and continuing education proposals consistent with their role and goals that can: (a) contribute as fully as possible to the solution of community problems; and (b) improve their institutional competencies and capacities, not, of course, as an end in itself, but for the ultimate purpose of assisting the people of South Carolina in achieving a better way of life.

5) That state and local government officials and community leaders take more seriously the need to communicate their needs and to offer programmatic and financial assistance to the administration and faculty in those colleges and universities as they develop and strengthen their delivery systems to accomplish the dual-aims of Title I.

6) That in institutions which already have coordinating instrumentalities for community service, their structure and performance be reviewed with the goal of strengthening them. (Institutions which do not now have instrumentalities through which to coordinate a multi-disciplinary attack on community problems could move to establish such a unit or center).

7) That a research project be undertaken to determine what South Carolina's colleges and universities have been doing, are currently doing, and are planning to do in extension, community service, and continuing education; the research could give an overview of such programs--including such areas as coordination, faculty and staff, facilities, and financing--and give recommendations to meet the long-range needs of adult South Carolinians.

8) That the staff of the State Agency continue: (a) an increased emphasis on assisting college and university faculty members in the area of program development in order to obtain stronger proposals that meet the dual-aims of Title I and the top priorities listed in the annual program amendments; and (b) to stress the need for flexibility in working with competent faculty members who can develop mechanisms through significant Title I proposals.

9) That the staff of the State Agency and the U. S. Office of Education continue to stress the development of programs which best meet the dual-aims of Title I and continue to work on evaluation procedures to measure the impact of Title I programs as they seek to accomplish these dual-aims.

10) That institutions of higher education in South Carolina develop a "reward system" for faculty members who engage in continuing education and community service programs; regular faculty members must be encouraged to participate in such programs, with their evaluation and reward made on a comparable basis with those involved in full-time resident instruction and research.

11) That the South Carolina State Legislature appropriate funds to supplement the present Title I financing of Community Service programs in South Carolina universities, colleges, junior colleges and technical education centers.

FINANCIAL REPORT

FINANCING

The chart detailed below reflects an analysis of Title I financing in South Carolina. During the five years of the program's operation, administration costs have totaled less than 8% of federal and local funding.

The Title I Agency takes pride in its ability to administer a program of this magnitude for less than 10% of total program funding and challenges all other state-federal programs to match this record.

FIVE YEAR SUMMARY OF EXPENDITURES*

(Fiscal Year 1966-1970)

	FEDERAL	MATCHING	TOTAL
Title I Community Projects	$708,361	$471,526	$1,179,887
Administration of State Prog.	89,096	11,485	100,581
Total Funds obligated through 6/30/70	$797,467	$483,011	$1,280,468

SUMMARY OF EXPENDITURES: July 1, 1969 - June 30, 1970

Personal Services	$ 13,017.98
Operating Expenses	4,235.21
Title I Project Grants	139,360.81
TOTAL:	$156,614.00

* Detailed financial reports can be found in Tables B, C, D and E of this report.

PROGRAM SUMMARY

PROGRAM SUMMARY

During the five year reporting period covered by this report three general area priorities were selected by the State Agency in consultation with the Advisory Council. These general priority areas were narrowed to specific problem categories for the development of Title I proposals. The general and specific areas are:

I. Community Economic and Human Resources Development Services

- A. Youth Opportunity
- B. Education
- C. Poverty
- D. Employment

II. Government and Community Development Services

- A. Housing
- B. Government
- C. Transportation
- D. Environmental Quality

III. Community Health and Recreation Services

- A. Recreation
- B. Health

The State Agency placed greatest emphasis on the development of programs in: 1) community development; 2) youth opportunities; and 3) health. Consequently, almost 60% of the $710,000 of federal funds allocated to projects during this five year period was given to programs in these three problem areas.

The remainder of federal funds was allocated to the following problem areas: education; government; employment; poverty; recreation; enviornmental quality; and housing.

For the best overview of the types of programs funded and the accomplishments achieved the State Agency recommends a review of the forty-seven programs that follow on pages 20 to 72. These programs are grouped by specific problem area. Some have been completed but many are still in operation.

YOUTH OPPORTUNITY

The smaller the town in which the South Carolinian resides, the higher the priority he awards to the problem area of opportunities for youth. The most frequently cited deficiencies in the area of youth opportunities are a lack of potential employment, social and cultural training, recreational facilities, and vocational training.

In a state which ranks fourth in the percentage of its population that is of school age and where the median age of the adult population is 23.4 years, some 6.1 years less than the national median, the need for youth opportunities is critical. Unfortunately, a high percentage of the youth -- 75.82 percent of the black and 51.46 percent of the white -- become school drop-outs, and over fifty-five percent of the state's young men fail the Selective Service Mental Test. Coupled with the exorbitant drop-out rate is a rapidly rising juvenile crime rate nurtured by a permissive society which offers many opportunities to the young -- opportunities to experiment with drugs ... opportunities to experiment with alcohol ... opportunities to experiment with sex. Through Title I, a number of institutions have sought to offer constructive experiences to youth.

A massive program of vocational guidance has been developed in cooperation with the state's Educational Television System aimed at keeping non-college bound youth in school and acquainting him with job opportunities, the educational demands of these jobs, and training programs that high school graduates can qualify for. The project also aims to provide high school age youth with an appreciation of the dignity of work at the sub-professional level.

A unique approach in the development of opportunities for young people was taken by Furman University and its Collegiate Educational Service Corps founded under Title I in 1966. Through this innovative program, hundreds of Furman students have been provided with opportunities to actively participate in community service, providing thousands of hours of volunteer manpower to institutions and service agencies in Greenville County. Through this project these students have gained community service experience that could not have been acquired in the classroom as well as leadership training for the future.

Other programs include summer workshops to provide school administrators and teachers with training in the prevention of juvenile delinquency and programs of structured after-school recreational programs for youth in socio-economically and culturally deprived areas designed to develop closer ties between the school and the student, establishing better rapport and hopefully combating the excessive drop-out rate in the school districts concerned.

COLLEGIATE EDUCATIONAL SERVICE CORPS

Initiator: Miss Betty Alverson, Director
Watkins Student Center
Furman University
Greenville, South Carolina

Actual Federal Funds: $8,384.00 Actual Matching Funds: $2,795.00

Statement of Community Problem:

A 111 per cent population increase is forecast for Greenville County between 1965 and 1990. Each new industry coming into the area will bring benefits as well as social service problems for the community. Agencies providing social services will require an ever-increasing number of volunteers and increased lay leadership; students could be a valuable manpower resource in this area.

Program Objectives:

1. To provide practical on-the-job training in working with community service agencies, affording the participant a practical application and insight into service agencies and aiding him in assuming a strong community role of volunteer leadership both now and in the future.

2. To expose the student to what is being done and what can be done by trained volunteers in solving pressing community problems of crime, disease (physical and mental), suffering, poverty and deprivation, education, and recreation.

3. To stimulate in students a career interest in social service.

Program Development:

From a beginning with 75 students in 21 agency programs, the Collegiate Educational Service Corps (CESC) has mushroomed to include some 400 volunteers in 32 agencies. Students work with such agencies as the Community Action Program, Y.W.C.A., Girl Scouts and Boy Scouts, Adult Literacy Program, Boys Home of the South, Blue Ridge Community Work Release Center, Cerebral Palsy School, Shriners Hospital and Greenville General Hospital, Department of Public Welfare, Speech and Hearing Clinic, Planning Commission of Greenville County as well as in numerous tutoring programs and services for the mentally retarded.

Second semester freshmen and upperclassmen are eligible to participate; the volunteer must donate a minimum of three hours per week and receives no pay, no academic credit. The student is screened and oriented by a student committee; the agencies then provide assignments, supervision, and counseling. Furman University has carried on the CESC program under its own budget since the expiration of this grant and has provided the service agencies of Greenville County with thousands of hours of volunteer manpower.

Accomplishments to Date:

Obtained University support which has perpetuated and expanded the county-wide program of community service developed under Title I; secured a $20,000 grant from Kresge Foundation for the purchase of six vehicles to be used in providing transportation for student volunteers between the rural Furman campus and the agencies located throughout Greenville County.

66 - 001 - 007

A PROGRAM TO RELIEVE THE CRITICAL SHORTAGE OF RECREATIONAL LEADERS FOR STRUCTURED AFTER-SCHOOL PROGRAMS IN SOCIO-ECONOMIC AND CULTURALLY DEPRIVED AREAS

Initiator: William F. Gunn, Jr.
Department of Physical Education
Benedict College
Columbia, South Carolina

Actual Federal Funds: $8,416.00 Actual Matching Funds: $4,050.00

Statement of Community Problem:

The lack of organized recreational programs in Richland County poverty pockets, particularly in the communities of Camp Fornance (Black Bottom), Seaboard Park, and Saxon Homes, has often been cited as a prime factor in the excessively high school drop-out rate in the areas. Although various state and federal program opportunities to begin creative and constructive programs are becoming available to assist deprived youths, there is a marked lack of personnel qualified to implement these programs.

Program Objectives:

To train persons in recreational skills and acquaint them with recreational resources so that they will be able to create innovative recreation programs appealing to the socio-economically deprived child, thereby attracting the participation of the deprived child, developing in the child skills and interest in recreation, and ultimately, through improved recreational programs, to reduce the exorbitant school drop-out rate of the socio-economically deprived.

Program Development:

Combining the recreational expertise of its faculty and nationally known consultants, Benedict College implemented a two-hour credit course (Spring Semester 1967) entitled "Foundations of Recreation for the Twentieth Century." The course, developed through the joint efforts of a planning committee and an advisory committee, consisted of an interesting blend of lectures, demonstrations, projects, exhibits, and practice sessions. In order to receive credit, participants were required to develop a paper and three book reports; credit was denied those having more than one absence.

Eighty-one participants increased their knowledge of such often-neglected skills as rhythmics, folk dancing, nature crafts, ceramics, story-telling, drama, and music. Individual, dual, group, team, and tournament activities were emphasized. Also included was an informal survey of the status of after-school recreational programs in socio-economic and culturally deprived neighborhoods of Columbia. The information obtained was used in this course as well as in future workshop programs.

Accomplishments to Date:

Trained recreational leaders; provided the community with personnel trained to work with disadvantaged young people; provided the basis for an additional Title I grant.

A SUMMER PROGRAM TO EFFECTIVELY UTILIZE THE RECREATION LEADERS TRAINED IN THE FY 1966 TITLE I WORKSHOP TO RELIEVE THE CRITICAL SHORTAGE OF RECREATIONAL LEADERS FOR STRUCTURED AFTER SCHOOL PROGRAMS IN SOCIO-ECONOMIC AND CULTURALLY DEPRIVED AREAS

Initiator: William F. Gunn
Department of Physical Education
Benedict College
Columbia, South Carolina

Actual Federal Funds: $8,568.58 Actual Matching Funds: $3,500.00

Statement of Community Problem:

There are several areas in Columbia where the median income is below $3,000 and the median educational level is 8.9 years. Youth in these areas are being denied the opportunity of optimum physical, social, and educational development. Although recreational leaders have been trained in the classroom to conduct programs in socio-economic and culturally deprived areas, they lack the practical on-the-job training necessary to create innovative recreational programs for deprived youths.

Program Objectives:

1. To provide an in-service training experience for a select group of recreation leaders that attended the recreation workshop, conducted through Benedict College during the spring semester of 1967 and funded under the FY 1966 Title I program, to insure the success of an after-school recreation program for some 600 deprived youths.

2. To improve the abilities of recreational leaders in organizing and conducting recreational activities.

3. To further develop the classroom skill acquired in the FY 1966 workshop in working directly with the underpriviliged youth through practical laboratory type experience.

Program Development:

The first phase of the project provided 25 hours of in-service training per week for eight weeks in community centers in the socio-economic and culturally deprived neighborhoods of Camp Fornance, Piney Grove, Arthurtown, Saxon Homes, and Zion Church. Two sessions held on the Benedict College Campus brought all of the participants together to hear outside consultants and to discuss ways of operating the community centers more effectively.

During Summer 1968, 50 people participated in a series of workshops sponsored in conjunction with the University of South Carolina and the Metropolitan Education Foundation, increasing their knowledge of such often-neglected skills as rhythmics, folk dancing, nature crafts, ceramics, story-telling, drama and music. Individual, dual, team and tournament activities were emphasized. Also included in the project was an informal survey of the status of after-school recreational activities in the Columbia area.

Accomplishments to Date:

Provided in-service training for recreational leaders; provided rewarding new recreational opportunities for disadvantaged youths; contributed to the expansion and tremendous success of the Metropolitan Education Foundation recreational program.

68 - 016 - 001
69 - 016 - 001

VOCATIONAL GUIDANCE FOR NON-COLLEGE BOUND YOUTH THROUGH EDUCATIONAL TELEVISION

Initiator: Dr. James A. Keith, Associate Professor
School of Education
University of South Carolina
Columbia, South Carolina

Budgeted Federal Funds:		Budgeted Matching Funds:	
	$68,004 (1968)		$ 88,799 (1968)
	33,000 (1969)		16,200 (1969)
	$101,004		$104,999

Statement of Community Problem:

The non-college bound youth in South Carolina is receiving much less vocational guidance than is desirable to meet his particular needs. This lack of knowledge concerning the many work opportunities available to the non-college bound -- especially those opportunities for the high school graduate -- is most probably a factor in the State's excessively high school drop-out rate as well as contributory to other problems.

Program Objectives:

Providing vocational guidance to the non-college bound youth by:

A. Familiarizing people with jobs which will be most available to them in the future and acquainting them with the demands of these jobs, emphasizing that a high school diploma is required of those planning to enter technical fields.

B. Instructing people on how to obtain and hold a job; developing appreciation of the dignity of work at the sub-professional level; and ultimately reducing the exorbitant drop-out rate.

Program Development:

The staff of Project WERC (Why not Explore Rewarding Careers?) has completed a 135-page Project WERC Resource Book which describes job opportunities, outlooks, training requirements and earnings as well as training resources and entrance requirements in South Carolina for WERC careers. The book is being sent to guidance counselors and teachers throughout the state to be used in conjunction with twelve Project WERC films. The 16mm color films describe careers in allied health services, industry, business trades, communications, transportation, sales, personal services, industry, business and office occupations, machine trades, and skilled services. All films were viewed on the South Carolina Education Television Network during the 1970-71 academic year.

Accomplishments to Date:

Awakened both guidance counselors and students to the vast educational and employment opportunities available to the non-college bound. Held seminars in eleven locations throughout the state in conjunction with instructional television. Made a presentation at a regional Vocational Guidance Conference sponsored by the Department of Health, Education, and Welfare and the University of Missouri; presented program at a meeting of the Upper Great Lakes Regional Commission in Madison, Wisconsin.

Films have appeared at various trade fairs and film festivals: Allied Health Services was a finalist in the Atlanta International Movie Competition in May 1970; Machine Trades was selected to be shown at the 1970 American Personnel and Guidance Association Convention; Building Trades and Allied Health Services were selected to be shown at the same convention in 1971. (In all of these incidences, the films were in direct competition with professional productions.)

OPERATION TECHNIQUES

Initiator: Robert E. Alexander, Director
Volunteer Services
University of South Carolina
Columbia, South Carolina

Budgeted Federal Funds: $1,905.00 Budgeted Matching Funds: $1,281.00

Statement of Community Problem:

An inability to cope with hostile, pressure-filled situations and a failure to perform adequately on standardized tests prevents many disadvantaged young people from furthering their education on the college level.

Program Objectives:

1. To prove whether knowing how to take a test properly and without undue apprehension can or can not improve students' chances for going to college.

2. To make this information available to guidance counselors and principals in order to stimulate more programs, if successful.

3. To provide a plan for the State Department of Education for assisting schools in carrying out a program of psychological betterment of students.

Program Development:

The program itself consists of remedial verbal and quantitative instruction plus psychologically oriented techniques in test taking, designed to raise scores on college entrance examinations (specifically the Scholastic Aptitude Tests). Three courses are planned over a sixteen month period; two courses are included in this budget.

The first course, designed as a control on motivation and administered to forty-nine 1969-70 seniors during February-May 1970, yielded an average test score increase of 30.46 points over the three month period. The second course will be a control on the course itself and will be given to one-half a group of 1970-1971 seniors to close out the program.

The program has been operating at Booker T. Washington High School in Columbia, which changed from an all black population to a composition of approximately 65 per cent white at the beginning of the 1970-71 school year. While only one student participating in the program was transferred, all of the teachers involved in the program were assigned to other schools. Program participation has declined by 74 percent during the 1970-71 school year, and project staff now face the added task of examining the reasons for decreased motivation in taking the course.

Accomplishments to Date:

At time of publication, results of the program remain inconclusive. The 30.46 point average increase of the test group has not yet been compared to a control group, nor has it been established whether the results are long-term or short-term.

JUVENILE DELINQUENCY: ITS PREVENTION

Initiator: Dr. Eloise C. Snyder
Professor of Sociology
Columbia College
Columbia, South Carolina

Budgeted Federal Funds: $9,264.00 Budgeted Matching Funds: $4,690.00

Statement of Community Problem:

Today more 16 year-olds are arrested for index crimes than those in any other age group. In Columbia alone, the incidence of crimes committed by youngsters aged 7-17 increased from 848 to 1603 annually during the three-year period from 1966 to 1968. Arrests rose from 781 to 1278 with arrests for larceny, assault, auto theft and shop lifting most frequent. In the same three-year period, 69 young people ran away from home.

Program Objectives:

1. To identify the factors that contribute to the development of delinquency.

2. To describe behavior patterns characteristic of potential delinquents.

3. To demonstrate methods of responding to those behavior patterns that will elicit changes in behavior.

4. To develop public awareness of the nature and extent of juvenile delinquency in South Carolina, and of the procedures to be used in its prevention.

Program Development:

A seminar entitled Delinquency Prevention and the Classroom Teacher, focusing on the role of school teachers and other school personnel in preventing delinquency, was held on the Columbia College campus June 8 - 26, 1970. A stipend was provided by the Omnibus Crime Bill, and three hours of undergraduate credit in either psychology or sociology were awarded upon successful completion of the course.

Thirty-three participants attended the seminar consisting of thirty morning (one hour each) lecture-discussion periods and afternoon activities including field trips, discussions led by guests, and a behavioral laboratory which was video taped to permit participants to see themselves playing different roles and as others see them.

Accomplishments to Date:

Analyzed the role of teachers in preventing juvenile delinquency; initiated dialogue between schools (teachers and administrators) and community agencies regarding delinquency prevention. Through the utilization of a set of inventories (the Minnesota Teacher Attitude Inventory, the authoritarian f scale, and a family authoritarianism scale) both at the beginning of the seminar and at its conclusion, project staff confirmed that better short-term attitudes and teacher-student relationships had been developed; full interpretation of the long-term achievements of the project will have to await the results of the inventories given a matched control group and the results of additional inventories of participants' responses when they are tested six and twelve months after the completion of the course; preliminary results indicate the long-term results will be positive.

EDUCATION

With an average of only 8.7 school years completed by persons 25 years of age and older, South Carolina ranks 49th in education. There can be no question that public education is crippled to a serious degree by an insufficiency of funds, although the State allocates a major portion of its revenue in this priority area. Salaries to attract the best teachers can not be paid; educational programs directed to the mentally and orthopedically handicapped are so limited that they reach only a fraction of the children so disadvantaged; and adult education programs have reached a mere 2.5% of those in need of it. The list of limitations imposed on the educational system as a consequence of lack of adequate revenues is endless.

In addition to the lack of adequate financing, school superintendents from across the state cite the following as the greatest problems in the field of education: the need for more vocational training and adult education, the lack of adequate planning, poor curricula and school administration, and limited opportunities for higher education.

Title I, even though limited in financial resources, has played a significant role in South Carolina's attempt to raise the educational level of her citizens.

CHILD DEVELOPMENT ORIENTATION PROGRAMS

Initiator: Mrs. Lutitia T. Anderson
College of General Studies
University of South Carolina
Columbia, South Carolina

Budgeted Federal Funds: $21,389.00 Budgeted Matching Funds: $7,129.00

Statement of Community Problem:

South Carolina, which has one of the lowest per capita levels of income in the nation, also has more children per wage earning adult than any state in the union. As an ever-increasing number of women enter the labor force, more and more children are being left in nurseries and day care centers. Individuals associated with day care centers are generally aware of their shortcomings and their needs. Unfortunately, however, the only standards for the newly created child care centers are minimum health standards -- and some do not even meet these.

Program Objectives:

1. To provide counseling, guidance, and professional direction for persons associated with day care centers.

2. To help day care centers achieve optimum operational standards, thereby helping each community to care for its young more effectively.

Program Development:

In October 1966, 15 administrators and directors of day care centers participated in a week-long workshop aimed at upgrading the centers. During 1967, at the request of the Richland-Lexington OEO, the project staff worked with the staffs of six OEO Child Development Centers in an in-service training program which provided Head Start personnel with an opportunity to study the newest strategies for working with young, disadvantaged children and afforded them an opportunity to plan together. In late 1967, the University of South Carolina, South Carolina State College, Winthrop College, and Lander College developed an eight-week demonstrational course on the Lander campus for 35 staff members of day care centers in Abbeville, Greenwood, and McCormick counties; a similar course of three months duration was held on the Winthrop campus beginning in April 1968. In May 1968, 74 Head Start staff members from the Anderson area participated in a two-week day care training institute on the campus of Anderson Junior College; the workshop was designed to provide supplementary training in the pre-school field.

To complete the project, courses in early childhood education will be offered over ETV for four consecutive semesters beginning in Fall 1970. The first course is being offered in 12 locations throughout the state; it can be used toward certification in early childhood education.

Accomplishments to Date:

Orientated day care center personnel and Head Start workers to the general area of early childhood education and the need to gear programs toward the education of children from economically disadvantaged backgrounds; increased the competency of elementary school teachers and others interested in sound programs of pre-school education and interested in working toward certification in this area.

ACTION PROGRAM TO PROMOTE QUALITY PRESCHOOL EDUCATION FOR COMMUNITIES IN SOUTH CAROLINA

Initiator: Dr. Kathryn S. Powell, Professor
School of Home Economics
Winthrop College
Rock Hill, South Carolina

Actual Federal Funds: $18,415.90 Actual Matching Funds: $8,336.76

Statement of Community Problem:

Such organizations as the Governor's Advisory Group on Mental Health Planning, the South Carolina Committee on Children and Youth, the South Carolina Association for Children Under Six, and the South Carolina Council on Family Life have endorsed the development of pre-schools. Parents and many teachers, however, remain un-informed as to the need for pre-schools. A pilot program is needed to produce guidelines for educating teachers and parents throughout the state.

Program Objectives:

1. To develop public awareness of characteristics of pre-school education and its contribution to child development.

2. To develop materials on pre-school education adapted to South Carolina and plans for a continuing educational program utilizing the materials developed under this pilot program.

3. To tap womanpower resources for trained teachers to meet the increasing needs of the state as pre-schools develop.

Program Development:

The initial portion of the program was a six weeks' afternoon laboratory nursery school for 16 three and four year old children (3 p.m. to 5 p.m., October 9 through November 17, 1967). Parents of the enrolled children, who were selected according to the admissions policy of the regular Winthrop nursery school, observed the children whenever possible and participated in weekly discussion groups in order to learn techniques of guiding the development of pre-school children. The parent discussion groups were culminated by individual interviews with parents, at which time the nursery school teacher and project director gave to the parent an evaluation of his child and recommendations for the child's pre-school program the following year.

A brochure "Kindergarten is not sitting at a desk with a workbook and a sharpened pencil!" and a publication "What About the Rest of the Children?" were developed and widely distributed throughout the state. Other features included promotion of pre-school education through news releases, accomodating observers in the nursery school, and filling requests for information concerning pre-school information. Through this grant, home economics and education courses dealing with the pre-school child were offered for the first time in evening and summer sessions.

Accomplishments to Date:

Established a laboratory nursery school; provided early childhood teacher training; developed promotional materials to further the concept of early childhood education; led to additional Title I grants concerned with developing quality pre-school education.

68 - 017 - 005
69 - 017 - 006

PROMOTION OF QUALITY PRE-SCHOOL EDUCATION BY PRODUCTION OF AUDIO-VISUAL MATERIALS FOR USE IN SOUTH CAROLINA COMMUNITIES

Initiator: Dr. Kathryn S. Powell, Professor
School of Home Economics
Winthrop College
Rock Hill, South Carolina

Actual Federal Funds: $28,350.00 (1968)
12,314.00 (1969)
40,664.00

Actual Matching Funds: $29,206.86 (1968)
14,062.40 (1969)
43,269.26

Statement of Community Problem:

South Carolina is in need of a quality program of pre-school education that would orient youth toward valuing education and aspiring to educational achievement. Audio-visual materials are needed to accomplish the promotion of such a program.

Program Objectives:

1. To develop an organized approach for teaching parents and lay people the characteristics of good pre-school education and its contribution to the child's growth and development.

2. To provide observations in a laboratory nursery school of the characteristics of the pre-school child, teacher guidance of the pre-school child, longitudinal records of the child's development during a year of pre-school enrollment.

3. To provide professional training in pre-school education for teachers qualified for other levels but interested in qualifying as pre-school teachers.

4. To produce audio-visual materials for use in similar parent and teacher education programs in communities throughout the state where a laboratory nursery school is not available for observation.

Program Development:

A series of five programs was produced and each was seen at least four times on South Carolina Educational Television: Education for Four and Five Year Olds, This World Is My Size - Experiencing in a Quality Pre-School Environment, Kindergarten Is For Growing - Equipment and Materials in a Quality Pre-School, and A Teacher Is Somebody Always There - Role of a Teacher in a Quality Pre-School Environment.

A teaching guide for parent education programs was developed and carried out in a series of six parent meetings. Parent education programs have been given in ten South Carolina communities using the TV programs and/or printed materials including the brochure, Kindergarten is not sitting at a desk with a workbook and a sharpened pencil! Pre-school education courses have been taught in Lancaster, South Carolina, and Head Start Supplementary Training courses in Greenwood, McCormick, and Abbeville; all utilized the materials produced under this grant. Individual pre-school teachers are having parent education programs of their own, utilizing these materials, in Cayce, Columbia, Rock Hill, Charleston, and Greenville. Another phase of this program was a pilot laboratory nursery school and four pre-school courses developed in the Winthrop College School of Home Economics.

Accomplishments to Date:

Developed public awareness of the characteristics of quality pre-school education; led to a much expanded curriculum in pre-school education at Winthrop College; helped motivate the South Carolina General Assembly to appropriate funds for a limited number of public school kindergartens during 1969.

69 - 017 - 008

PROMOTION OF QUALITY PRE-SCHOOL EDUCATION IN SOUTH CAROLINA COMMUNITIES

Initiator: Dr. Kathryn S. Powell, Professor
School of Home Economics
Winthrop College
Rock Hill, South Carolina

Budgeted Federal Funds: $9,024.00 Budgeted Matching Funds: $5,950.00

Statement of Community Problem:

A 1967 pilot program of the same name developed a parent education program and an in-service teacher education program on the purposes, characteristics, and curriculum of pre-school education and its contribution to child growth. An extension of the program would enable the project staff to continue their development of nursery school and kindergarten techniques and to awaken people throughout the state to the need for quality pre-school education.

Program Objectives:

1. To teach citizens the characteristics of good pre-school education.

2. To provide professional training in pre-school teaching.

3. To produce parent and teacher materials for use throughout the state.

Program Development:

A heterogeneous group of children was enrolled in the Winthrop laboratory nursery school; anecdotal records and physical records as well as teacher evaluation of each child's development and records of parent conferences were kept. These were used in a confidential way in the professional preparation of teachers. Approximately 150 teachers from Greenwood, Greenville, Darlington, Rock Hill, Abbeville, Sumter, and McCormick observed at Winthrop; following these observations parent education programs were conducted by local teachers utilizing films and printed materials developed under other Title I grants.

The impact of this program can be seen in the Rock Hill City Council approval of Model Cities projects in Experimental Family Education and Day Care in the amount of over $500,000; Winthrop College has been delegated to administer the grant involving three nursery schools, three kindergartens, and nine day care centers in Rock Hill which can serve as models for the state.

Through this project some fifteen elementary teachers were able to take courses to add to their pre-school certification. Thirty 1970 graduates received pre-school elementary certification as compared to ten in 1969.

Accomplishments to Date:

Provided parent education programs to some ten South Carolina communities; distributed literature on quality pre-school education throughout the nation; developed public awareness of the characteristics of a quality pre-school education program and its contribution to fostering school readiness in a child; led to the development of "follow-through" pre-school education programs in Fairfield County; led to the approval of the Model Cities grant described above and to the increased number of pilot and Title II kindergartens now operating in the State.

LIFE ENRICHMENT PROGRAM

Initiator: Mrs. Alice H. Wyman, Coordinator of Community Services
College of General Studies
University of South Carolina
Columbia, South Carolina

Budgeted Federal Funds: $3,815.00 Budgeted Matching Funds: $3,005.00

Statement of Community Problem:

The number of South Carolina citizens being forced into retirement each year is increasing rapidly but, to date, essentially all activities designed for people of retirement age have dealt with occupying the hands rather than with challenging the mind.

Program Objectives:

1. To provide rewarding opportunities for older adults to exercise their intellect.

2. To improve the self image of older adults.

3. To foster interest in mental challenge for older adults throughout the state.

4. To stimulate older adults to actively take part in community life.

Program Development:

Designed as a pilot program to offer non-credit courses of interest to older adults, this project offered seventeen tuition-free courses under the auspices of the University of South Carolina College of General Studies, April 6 - 24, 1970. Classes met for fifty minutes once a week for three weeks. Courses offered were Basic Composition, Vocabulary Building, Developmental Reading, Law for the Layman, Seminar on World Affairs, Government-American Politics, Planning the Family Estate, Fundamentals of Banking, Decision Making for Women, The Senior Citizen in a Three-Generation Home, Preparation for Retirement, The Family in Our Changing American Life, Contemporary Moral Issues, The Art Circle, and Opportunities for Community Participation by Older Adults.

Despite excellent organization and publicity, the attendance was far below expectations; only Defensive Driving drew a capacity crowd.

Plans had called for the development of guidelines urging other institutions to establish similar programs; the attendance results, however, did not justify such an expenditure and the program came to an abrupt halt. The College of General Studies is scrutinizing this program to determine possible methods of re-direction.

Accomplishments to Date:

Developed and offered a series of short courses geared to the interests and needs of senior citizens; disclosed the need of service agencies for the services of senior citizens.

WORKSHOP FOR SCHOOL BOARD MEMBERS

Initiator: Dr. James Holladay, Head
Department of Education
College of Charleston
Charleston, South Carolina

Budgeted Federal Funds: $3,087.50 Budgeted Matching Funds: $2,986.74

Statement of Community Problem:

The Charleston County School System, newly consolidated, is the largest school system in the state of South Carolina. It serves approximately ten per cent of the school-age children in the state. While in office Charleston School Board members have few opportunities to undergo training to make themselves perform their duties more effectively. School board members are human beings, subject to error; fortunately the school board members in Charleston came to realize their desparate need for guidance.

Program Objectives:

1. To provide school board members with learning experiences provided by outstanding authorities in the field of education and to provide comfortable surroundings for informal discussions in small groups between visiting experts and board members.

2. To provide specific information on problems of state, local, and federal cooperation and responsibility in the solution of present and anticipated school problem s.

3. To provide specific information on problems of consolidating school districts and research findings which are relevant to the successful solution of such problems.

4. To provide specific information on problems of educating the deprived, handicapped, gifted and the normal student.

Program Development:

A Principals' Workshop held at the Francis Marion Hotel in Charleston on Thursday, April 23, 1970, attracted some 85 public school principals plus assorted consultants and administrators. A joint session for the Charleston County school board and constituent boards of the county was held the following day with approximately 75 persons attending. On Saturday, April 25, 9 a.m. - 9 p.m., a county school board workshop was held.

Better internal communication between the Charleston County School Board and constituent boards is now evident as is better external communication between the school boards, the administrators and the community at large. Plans are now being made for follow-up sessions to be conducted during the 1970-1971 school year.

Accomplishments to Date:

Developed better internal communication: County School Board and constituent boards now meeting together on a regular basis; County Board now more critical in evaluating policies; board members now more aware of their need for training in order to fulfill their responsibilities more effectively. Developed better external communication: board members more aware of the need for community input into policy making.

PROPOSAL FOR A PILOT PROJECT TO DESIGN A MODEL BASIC EDUCATION CENTER FOR SOUTH CAROLINA

Initiator: Robert D. Cook
University of South Carolina
Columbia, South Carolina

Robert Folks
University of South Carolina
Columbia, South Carolina

The program, devised by the students listed above as an outgrowth of research begun under the USC Contemporary University program, is under the direction of Dr. Edward H. Beardsley of the USC History Department; the College of General Studies is supervising the project.

Budgeted Federal Funds: $2,250.00 Budgeted Matching Funds: $1,575.00

Statement of Community Problem:

In South Carolina nearly 500,000 adults or 48 per cent of the adult population have less than an eighth grade education; 240,000 are functionally illiterate; almost 52,000 have never been to school at all. During the first year of its operation in 1965, the state reached almost 21,000 adults with its Basic Education Program. Since that time, enrollment in the program has steadily declined; at present the state is recruiting only 2.5 per cent of all eligible adults.

Program Objectives:

This project's goal is to design a model Adult Basic Education Center and to select a site in the state where this center can be located. On the basis of this design, the primary objective is to formulate and submit a formal proposal to various state and federal agencies concerning the operation of an Adult Basic Education Center while creating an awareness in the community of the need for such a center.

Program Development:

The students began summer 1970 by locating those adults in the community of Blythewood in need of basic education and contacting them through a door-to-door survey to determine both their educational needs and their needs in daily living; this resulted in the publication of A Community Study of Blythewood, South Carolina.

The students proceeded to locate a site for the building, determine the operational costs of the center, develop a program of community recruitment and supportive services, prepare a curriculum, and design a proposal for the two year demonstration of the center.

Plans are being made to submit the proposal to various agencies having the funds to realize the operation of such a center. Also in progress are plans to interpret the results of the community study to the residents of the community; meetings are being held with the power structure of the community as well as the county and district.

Accomplishments to Date:

Determined the needs of the community of Blythewood and its residents; developed a plan for elevating the educational level and ultimately the life style of residents of Blythewood and similar communities; submitted a proposal to the U.S. Office of Education's Bureau of Adult, Vocational, and Library Programs for funding in the amount of $149,245 under Section 309 of the Adult Education Act of 1966.

POVERTY

Despite a substantial annual increase in per capita income, South Carolina remains 48th in the nation with an average citizen earning of below $2,000. Four counties in the state have a median family income of less than $2,000! In six of the fourteen counties in the Midlands Region, the median family income is below $3,000, and in one, Calhoun County, 68.2% of all families are so disadvantaged. The really handsome salaries earned by many South Carolinians are offset by a relatively dense concentration of low socio-economic groups.

The middle-class power structure of South Carolina unfortunately attributes poverty primarily to a lack of individual initiative with a lack of knowledge concerning government programs, a lack of counseling and guidance, a lack of educational possibilities, and a lack of employment opportunities as contributing factors.

It is difficult to comprehend why the plight of the indigent is regarded as the product of his own indolence, ignoring the concept of the poverty cycle: a low-income family environment retarding the social and mental growth of young children causing the children to grow up with a limited education and few job skills, thereby repeating the cycle.

The problem of poverty will not be solved by charity, welfare, or other palliatives. Rather the Federal Government can provide resources, but the initiative, the drive, and the creative management must come from the community itself. Through Title I, seed money has been provided to strike at various aspects of poverty and to encourage local initiative by highlighting the need for alleviating poverty conditions.

COMMUNITY LEADERSHIP DEVELOPMENT: THE MALL

Initiator: John J. Powers, Coordinator
Continuing Education
College of General Studies
University of South Carolina
Columbia, South Carolina

Actual Federal Funds: $3,700.40 Actual Matching Funds: $366.67

Statement of Community Problem:

The northeast peninsula of Charleston, generally termed "the mall," is crime and disease ridden as well as being the area with the greatest density of low-income people in the state. Upward mobility is characterized by movement away from the mall area. It is the opinion of the members of the Eastside Improvement Council, a newly formed non-profit organization, that the only way to cope with social ills prevalent in the area is to develop indigenous leaders who will serve to stimulate self-help action among the residents of the mall area.

Program Objectives:

1. To train potential indigenous leaders of the mall area.

2. To utilize the trained leaders to form a nucleus of trainers to assist in the development of community improvement techniques.

Program Development:

Seven potential leaders of the mall were sent to community leadership development laboratories at either Emory University or Banner Elk, North Carolina, during the summer of 1966.

Two leadership workshops were then held in the Eastside neighborhood of Charleston. Twenty-seven persons participated in the workshop held on April 14-16, 1967. The workshop aimed at increasing the capacity of the participant in understanding the feelings and ideas of others, developing the ability to receive and give feed back on the effects of behavior, learning the meaning of group membership, and increasing the capacity for commitment to the ideas and goals of oneself and others. The workshop of July 21-23, 1967, dealt primarily with the problems of dialogue between young and older people, an identification of structures in the community which influence the inhabitants, and a consideration of community problems considered most pressing by the residents. Thirty-eight persons attended the second session, including twenty of the original participants. Throughout the program the participants were equally divided between those who lived in the mall and those who only worked there.

Accomplishments to Date:

Awakened residents of the mall area of Charleston to their desperate need for internal leadership; trained indigenous residents of the mall area as potential leaders.

DEVELOPMENT OF A DEMONSTRATION AND EDUCATION PROGRAM ON NUTRITIONAL HEALTH IMPROVEMENT FOR PRE-SCHOOL CHILDREN OF LOW INCOME FAMILIES IN BEAUFORT COUNTY

Initiator: Dr. E. John Lease, Research Associate
School of Pharmacy
University of South Carolina
Columbia, South Carolina

Actual Federal Funds: $15,000.00 Actual Matching Funds: $17,412.57

Statement of Community Problem:

Beaufort County, singled out as one of the poorest counties in the Southeast, is 81.9 per cent rural and has an unemployment rate of 5.5 per cent. Approximately 35 per cent of the county's families have incomes below the federally-established $3,000 poverty level. Some 82 per cent of the children in the Bluffton area of Beaufort County were infected with Ascaris lumbricoides; 53 per cent with Trichuris trichiura. Studies made in various areas of the county confirmed the high incidence of parasite infestation and attributed it to the utter ignorance of the poor in matters relating to basic sanitation and nutrition.

Program Objectives:

Encompassed in the main objective of elevating the health and nutritional standards of disadvantaged pre-school children in Beaufort County were the following related aims:

A. Demonstrating the effectiveness of recommendations resulting from nutritional surveys in Beaufort County and determining the best procedures for carrying on an educational program among deprived children.

B. Demonstrating the causal relationships between poor sanitation and parasitic infestation, between infestation and malnutrition, and between malnutrition and mental retardation.

Program Development:

The film, Who Lives With You, and an accompanying instructional guide were developed and were widely utilized, including transmissions on the South Carolina Educational Television Network. Workshops were held for 200 elementary school teachers in Beaufort County and for 20 VISTA volunteers on the subjects of nutrition and parasites.

Names and addresses of children from low-income, disadvantaged families were obtained; dietary and nutritional data on each subject was then obtained through interviews with the parents and guardians of the subjects while project staff simultaneously conducted an educational program concerning proper diet and sanitary practices for the children and their families. The demonstration proved that education in the area of nutrition and sanitation among the poor has most success when done on a one-to-one basis. Ninety-eight children found to be infected with Ascaris lumbricoides were cured and remained free of parasites for a two-year follow-up period.

Accomplishments to Date:

Achieved national recognition when the investigation of hunger and parasite infestation in Beaufort County prompted a further investigation led by Senator Ernest F. Hollings (D-S.C.) which led to food stamp and free food programs in the Beaufort-Jasper area; improved the nutritional status and reduced the incidence of parasite infestation in pre-school children; led to grants from OEO and private foundations to continue project activity.

66 - 016 - 006

TRAINING PROGRAM FOR WORKERS WITH THE DISADVANTAGED

Initiators: Dr. E. John Lease, Research Associate
School of Pharmacy
University of South Carolina
Columbia, South Carolina

Dr. Dell Felder
College of General Studies
University of South Carolina
Columbia, South Carolina

Actual Federal Funds: $15,158.76 Actual Matching Funds: $7,124.99

Statement of Community Problem:

With a per capita income of only $1,828, South Carolina ranks 47th in the nation and has a disproportionately large number of disadvantaged in her citizenry. There is a great need of persons skilled in perceiving the priority needs of the disadvantaged and in designing feasible programs of improvement, particularly since no community action agency in the State is over a year old. T-Square Centers are soon being opened to train the chronically unemployed and under-employed disadvantaged; T-Square personnel, however, need pre-service and in-service training to aid them in methods of instruction that will reach and motivate a group of disadvantaged with whom all past trainings have been ineffective.

Program Objectives:

1. To improve the quality and effectiveness of CAP programs for the disadvantaged by adequately training CAP personnel.

2. To develop educational procedures and staff for T-Square Centers that will effectively train the disadvantaged.

3. To aid South Carolinians in low-income groups in acquiring an elemental understanding of nutritional needs for proper growth and health.

Program Development:

The first phase of this program consisted of a four-day orientation seminar for OEO Community Action personnel, February 28 - March 3, 1967, with 31 counties represented. Discussion topics included the following: the community power structure; the state development board; radio, TV, and newspaper relations; and director-staff relationships. The second phase of the program provided a pre-service orientation program for T-Square personnel; a continuing system for the identification of instructional problems; an analysis of staff needs; and the development of a model staff program to be used in other T-Square centers as they become operational.

The program was re-directed in February 1968 toward the production of Food and Drugs, an educational film to guide disadvantaged individuals in the resourceful and intelligent use of limited funds in the purchase of food and drugs. The film was distributed to various departments and agencies of the state government, as well as to health departments in other states.

Accomplishments to Date:

Generated a pre-service institute for T-Square personnel; influenced participating teachers to develop an awareness and consequently a greater sensitivity to the value of varied cultural backgrounds of trainees; developed a film to instruct the disadvantaged in obtaining the maximum purchasing power of the dollar for the food and drugs they require for subsistance.

Conducted training seminar for CAP directors on administrative matters, public relations and inter-agency communications.

PRODUCTION OF THE TEACHING FILM "WHAT YOU EAT YOU ARE"

Initiator: Dr. E. John Lease, Research Associate
School of Pharmacy
University of South Carolina

Budgeted Federal Funds: $3,750.00 Budgeted Matching Funds: $1,800.00

Statement of Community Problem:

A compact program on nutrition covering only the fundamentals in body nutrient needs, pointing out desirable patterns and habits in choosing, purchasing, storing, and preparing foods within limited budgets, and correlating the relation between under-nutrition and intestinal parasites is needed and has been requested by local spokesmen of the many disadvantaged citizens of South Carolina.

Program Objectives:

To instruct the disadvantaged homemaker how to meet the basic nutritional requirements of a family through careful selection, prudent purchase, and correct preparation of foods.

Program Development:

A workshop study program to assist the professional and non-professional social or service worker in his guidance of disadvantaged homemakers on the subject of nutrition has been developed.

A fifteen-minute 16mm - sound - color - live action film has been produced in conjunction with the South Carolina Educational Television Network. In this film, pictorial and live action sequences illustrate daily dietary requirements and planned shopping to meet nutritional needs. Scenes of a family meal and garden emphasize the use of local, seasonal commodities and economy cuts of meat as well as the value of growing one's own food. The necessity of good personal hygiene habits and sanitation is stressed throughout. Control of the intestinal parasite Ascaris is demonstrated.

The film has been shown over South Carolina Educational Television and two commercial television stations in Columbia. The film will also be shown to OEO workers, Head Start personnel, and Neighborhood Center staffs as well as to school nurses, teachers, Parent - Teacher Associations, and community groups.

Accomplishments to Date:

Conducted in-service training programs in many areas of the state: workshop-seminar for 200 Head Start and elementary school teachers, Horry County; seminar on methods of implementing project goals in specific urban areas of Columbia for Richland-Lexington OEO Head Start administrative staff members and nurses; seminar for 25 members of the Sumter County Health Department and OEO outreach personnel; six-hour seminar for teachers, aides, and interested parents of children in Williamsburg County's K-3 program. Utilized print and broadcast media in promoting the film; instituted cooperative studies relating to the incidence of parasite infestation in Lee, Chesterfield, Beaufort, Williamsburg, Richland, Lexington, Horry, and Sumter counties; contributed to the improved nutritional status of food programs in OEO Head Start and Neighborhood Day Care Centers. Distributed films throughout the nation for preview and purchase.

EMPLOYMENT

During the past decade, South Carolina has been able to attract enviable industries because of a large supply of available labor, plentiful water resources, a record of few strikes and labor disputes, and a history of low state indebtedness. These qualifications, though valuable ones, are no longer enough to enable the State Development Board to continue its high rate of industry attraction. Additional needs now include a larger labor force of trainable high school graduates; an efficient, convenient, and economical program for financing industrial facilities; a comprehensive program for supplying the water, sewage, transportation, and power needs of new installations; recreational, cultural, and educational enticements equal to those of surrounding states; and a state-wide land use program to assure the best utilization of space, not only for industry, but for all areas of growth, conservation, and improvement.

The basic employment problem in South Carolina stems from an ever-increasing supply of unskilled laborers and a static demand for them. This is further complicated by a rapid decrease in agricultural jobs. There also exists a critical lack of work opportunities for special groups such as youth, the aged, and the handicapped.

The lack of employment opportunities is viewed as a critical problem in all areas of the state with the exception of the Piedmont Section where the most sophisticated and technically oriented industrial operations exist. Here, the problem is quite the opposite: the lack of an adequately trained labor force. The conditions are much the same in Williamsburg, Jasper, and Fairfield Counties where poverty abounds; a work force exists is sheer numbers, but there is a complete absence of trained, skilled workers.

South Carolina must upgrade and educate many persons who now border on the unemployable. The state must recognize the difference between merely training people and adequately training people to qualify for higher paying jobs.

PROJECT SPEED UP

Initiator: Earle C. Traynham, Instructor
College of General Studies
University of South Carolina
Columbia, South Carolina

Budgeted Federal Funds: $10,400.00 Budgeted Matching Funds: $5,189.00

Statement of Community Problem:

Studies reveal that only 22 percent of the inmates of the South Carolina Department of Corrections were previously employed as either skilled or semi-skilled workers prior to incarceration. On the basis of institutional tests, the inmates' average achievement level was found to be third grade. Since the median age of male inmates is 25, a large portion of the inmate population has not yet reached a point beyond which they can not be rehabilitated or made productive members of society.

Program Objectives:

1. To help the inmate resume his education and accelerate his learning process through the use of graduate tutors.

2. To increase, by means of education and vocational training, the inmates employability upon release.

3. To increase the amount of individual teacher-student contact to supplement the programmed learning techniques now employed by the Department of Corrections with opportunities for exchanges of ideas and verbal communication.

Program Development:

Project Speed Up went into effect at Central Correctional Institution where it expanded the existing educational program in such vital areas as physical health, recreation and art techniques including graphics and lettering. The inmate-students at Central now appear to be more highly motivated to obtain an education.

Five graduate students employed as teacher-counselors were involved in general instruction administering programmed learning materials and acting as tutors to those inmates needing personal instruction. Two worked solely as counselors and another worked with the inmates in physical education and the related areas of safety, health, hygiene and first aid. The graduate student instructing the inmates in art became involved in a special project with the inmates actually constructing miniature props for animated films to be shown on educational television.

Accomplishments to Date:

Expanded and enriched the existing educational program at the Central Correctional Institution; motivated inmates to continue their educational process; enhanced the reading skills of inmates; contributed to the fifty percent decline in absenteeism; increased both the day and evening school enrollments by twenty-five per cent; reduced the student-teacher ratio in the day school from 25-1 to 9-1 and greatly reduced the ratio in the evening school; provided the inmates with increased opportunity for verbal communication; for the first time provided every inmate with an individual counseling session.

WOMANPOWER: EMPLOYMENT POTENTIAL

Initiators: Dr. O. Bert Powell, Jr., Director
Counseling and Guidance
Winthrop College
Rock Hill, South Carolina

Dr. Kathryn S. Powell, Professor
School of Home Economics
Winthrop College
Rock Hill, South Carolina

Actual Federal Funds: $7,240.00

Actual Matching Funds: $13,281.60

Statement of Community Problem:

A look at what has been happening to the employment picture of women in South Carolina is very revealing. Increasing numbers of women are joining the work force, and every indication is that the trend will continue. "Womanpower" may be a critical factor in expanding industrialization and the related increased demands for the work force in the Piedmont area of South Carolina which has many inducements to offer industry to locate or expand in this area.

Program Objectives:

1. To assist each woman recruited for the program in planning a course of action appropriate to her abilities and to the goals she seeks to attain by entering or re-entering the work force.

2. To publicize for women information on educational and training programs operative in the Piedmont area and to encourage their enrollment in appropriate ones.

3. To advise businesses, industries, service agencies and schools in the Piedmont area of those women who are available for job placement.

4. To help each woman and her family through non-credit instruction and counseling in home economics and family life with the familial adjustments involved in combining work and homemaking.

5. To create a community awareness and appreciation of the potential of "Womanpower" for employment.

Program Development:

Women recruited for the project received an intake interview of approximately one hour; an individual testing session of two hours; and a follow-up conference, one half hour to one hour in length, which provided the recruit with interpretation of scores and identified choices she had in planning her goals.

In addition to recruiting women, project staff interviewed industry and business personnel managers in the Piedmont area to determine the market for "Womanpower" and to explain the advantages of utilizing "Womanpower." A brochure, Have You Really Come Such a Long Way, Baby?, has been printed and has received national distribution by the Department of Labor in its attempt to stimulate new ideas regarding the employment of women.

Accomplishments to Date:

Enrolled over 90 women in a pilot program aimed at increasing the awareness on the part of women and their communities of the potential that educated women possess for the world of work; encouraged women to resume their education and enter or re-enter the work force; influenced Piedmont employers to revise their employment policies to include women and to offer part-time employment to accommodate women; developed strong ties with the Model Cities Program which led to another Title I grant.

INTERPRETATION AND IMPLEMENTATION OF PHYSICAL EDUCATION AND RECREATIONAL PROGRAMS FOR THE HANDICAPPED

Initiator: Professor Walter R. Hambrick
Department of Physical Education
University of South Carolina
Columbia, South Carolina

Budgeted Federal Funds: $8,760.00 Budgeted Matching Funds: $4,672.00

Statement of Community Problem:

Recreation and physical education are being emphasized as valuable learning experiences in the lives of the handicapped, leading to an increased demand for persons trained to implement such programs. When trained aides are available, the specialist in recreation for the handicapped can multiply many times his effectiveness, and institutions are able to eliminate the trial and error method of selecting aides to work with the handicapped in recreation programs.

Program Objectives:

1. To provide the institutions and agencies working with the handicapped an opportunity to build an employee list of personnel qualified to serve as aides and part time recreational personnel.

2. To provide recreational departments and other agencies the opportunity to train their staffs in recreational activities for the handicapped.

3. To give unemployed persons an opportunity to work toward certification in recreational work with the handicapped.

Program Development:

This project was designed to provide five regional non-credit courses scheduled by the University of South Carolina College of General Studies. The classes meet for three hours (7:00 - 10:00 p.m.) one night per week for eight weeks in the following population centers: Columbia, Rock Hill, Charleston-Summerville area, Florence, Greenville-Spartanburg area. Persons successfully completing the course of study are to be awarded a certificate indicating completion of the course.

Subject matter for the course is to deal with the following areas: medical problems of the various handicapped groups, psychological problems, motor problems, activities suitable for the various handicapped groups and planning Day Camps for the handicapped.

Where feasible, this program is planned to operate as a joint effort with recreation departments and institutions and other agencies working with the handicapped.

Accomplishments to Date:

Provided in-service training for: special education teacher aides and recreation personnel of a summer project in Lee County; staff of Camp Courage in Florence; special education teachers in the Lexington County school district; special education aides of the Columbia Recreation Department. Planned a state-wide seminar on day-camping for the atypical. For the first time, consultants have been sent into two areas of the state at the same time.

70 - 016 - 015
71 - 016 - 003

PROJECT SPEED UP

Initiator: Mr. Earle C. Traynham, Instructor
College of General Studies
University of South Carolina
Columbia, South Carolina

Budgeted Federal Funds: $13,672.51 (1970)
9,841.00 (1971)
$23,513.51

Budgeted Matching Funds: $ 6,944.00(1970)
4,941.00(1971)
$11,885.00

Statement of Community Problem:

The recidivism rate for prisoners leaving the South Carolina Department of Corrections is 3% for those that participated in the institution's academic program; 2% for those in the vocational program; and 12% for those taking part in neither program. The Department of Corrections realizes the importance of continuing this educational program begun under Title I in Fiscal Year 1969; a tightening of state budgets, however, makes this a financial impossibility without continued support from Title I.

Program Objectives:

To increase the education of prison inmates; to encourage the prison inmate to acquire a skill and ultimately, to improve the prison inmate's self image. To provide an opportunity for the inmate who desires an education but is turned down because of the shortage of personnel; to supplement the program of learning techniques now employed by the South Carolina Department of Corrections; and to increase the amount and the effectiveness of teacher-student contact.

Program Development:

Twenty graduate assistants are being utilized as Project Speed-Up expands to include Manning Correctional Institution as well as the Central Correctional Institution where the program originated. Manning is ideal for Project Speed-Up because of its location close to the University and because the inmates are almost totally in the 18-25 age bracket. The graduate students offer traditional academic courses as well as a recreation and physical education course and a course in art instruction.

Since many inmates have social or psychological problems which hinder their educational process, the program provides two graduate students to serve as counselors. Every inmate has a counseling session along with the courses he chooses to take, if any. Teacher-counselors are available to conduct classes almost any time between 8 a.m. and 6:30 p.m. Classes are held at those times which provide a minimum of conflict with the prisoners' work schedule. Specific courses are geared to the needs of the inmates. Because of the importance of the role of reading in programmed learning, Project Speed-Up is employing a part-time expert from the University of South Carolina Reading Clinic to aid inmates in acquiring proper reading techniques.

Accomplishments to Date:

Enrolled 110 inmates at Manning and 225 inmates at Central Correctional Institution in the program; doubled the amount of individual counseling inmates received under previous Title I program of the same name; provided reading instruction for illiterate inmates for the first time; increased the opportunity for verbal communication between inmates and their instructors; reduced student-teacher ratio at Manning Correctional Institution from 25-1 to 10-1; helped reduce the disastrous impact of the state Fiscal Year 1971 cutback of funds which affected the educational program in the South Carolina Department of Corrections.

HOUSING

Considered the state's most critical need by residents in all areas, both rural and urban, the housing problem in South Carolina stems from the prevalence of slums with their low-income tenants, a lack of public housing, a lack of community urban renewal programs, and a lack of proper planning.

With one-third of the citizenry classified as economically deprived, it is ironic that South Carolina has less low-rent housing in comparison to population and need than other states in the traditionally impoverished Southeast. Less than 25% of the municipalities in the state have any low-rent housing; those communities having low-rent units report an occupancy rate in excess of ninety percent.

Shocking in this age of advanced technology and labor-saving conveniences is the fact that some 37,000 non-farm dwellings in the state have inadequate or no sewage disposal services; over 10,000 abodes have neither connection with a water system nor a private well; and over 50,000 either share or totally lack bathroom facilities.

In addition to the need to upgrade housing for the poor, the aged, and the disabled and to replace the 300,000 substandard units that are now occupied by Palmetto residents, the state must make housing information available to all her citizens. The perspective buyer and builder must be made aware of the profusion of housing laws, systems, and opportunities already in existence. Each community must become familiar with its own housing needs and the means by which to fulfill these needs.

Through Title I funding, programs are under-way to accentuate the need for low-rent housing in the state, to motivate communities to acquire it, and to outline the steps for approval.

PROGRAM TO PROVIDE ASSISTANCE TO TOWNS TO SECURE LOW RENT HOUSING

Initiator: John J. Powers, Coordinator
Continuing Education
College of General Studies
University of South Carolina
Columbia, South Carolina

Budgeted Federal Funds: $10,516.00 Budgeted Matching Funds: $4,204.00

Statement of Community Problem:

The vast majority of the medium and small towns in South Carolina do not have any program in operation or in the planning stages for low-rent public housing. A comparison with adjacent states reveals much less public housing in South Carolina than in any of the others with relation to the population and the need. Although assistance and advice is freely furnished by the Atlanta Regional Office of the Housing Assistance Administration, such information is not given until requested and even after it is furnished the major initiative must be taken by informed local public officials.

Program Objectives:

1. To accentuate the need for low-rent housing in South Carolina.

2. To motivate Palmetto communities to acquire low-rent public housing.

3. To elucidate the steps for approval of low-rent housing.

Program Development:

Municipal officials and employees of towns within an 80-mile radius of Columbia were invited to attend a seminar held on April 20, 1967, to explain the procedures required to secure approval for a housing program; eighteen persons were in attendance. Meetings held in December 1967 and February 1968 with W.T. Bolt of the South Carolina Regional Housing Authority; Dorothy Jones, Community Service Program Consultant; and Robert Alexander, State-Federal Coordinator on the governor's staff, were preparatory to a projected governor's conference on housing. The governor, however, decided against calling such a conference and suggested that this project would be suitable for development in cooperation with the Municipal Association. A panel discussion on low-rent housing was held at the Municipal Association's state meeting in Greenville on April 22, 1968; in addition a presentation on low cost housing was made for the Small Towns Association.

Working with South Carolina Educational Television and WIS-TV in Columbia, the project director developed a film to highlight the housing problem in South Carolina. A rough of the film has been shown at locations throughout the state to various church groups and the Hadassah Club. As a result of reviews, the film is now being finalized for showings to civic clubs and over ETV. The housing expertise of Clemson University has been secured to aid in the completion of the film; it is estimated the film will be available in its final form in May 1971.

Accomplishments to Date:

Encouraged South Carolina municipal officials to develop an understanding of the need for and the means of establishing low-rent housing for indigent residents of their respective communities; developed in the average citizen an appreciation of low-cost housing.

GOVERNMENT

Community Development

It is the government machinery that must be geared to accomplish objectives in all priority areas. Although governmental deficiencies in South Carolina exist at all levels, the establishment of an effective system of general purpose local government would be the single accomplishment of greatest benefit to the state since needs are best identified and met locally.

The chief cause of the state's problem in government is often attributed to the lack of adequate revenue; this is particularly true in communities with a population of less than 8,000. A lack of planning and a lack of adequately trained governmental employees are also cited as contributing factors. These two causes, of course, mesh: a lack of training can easily be attributed to an inability to plan effectively and vice versa. The administrative structure of government and strong systems of county government also tend to weaken over-all government efficiency.

Under the auspices of Title I, programs have begun to improve government by providing short courses, workshops, seminars, conferences, and manuals for municipal and county officials.

There is a great need to modernize the archaic machinery of county government through consolidation and administrative reform so that it will merit the power needed to plan, finance, and execute local programs of service and improvement. The state needs to solicite and motivate citizen support to change from the tradition-sanctioned system of local government. With modernized local government, the state can then expect to realize substantial progress in all areas of community service.

While South Carolina has less local units -- 46 counties, 260 municipalities, and no townships -- than 34 of the states, the trend is toward further segmentation other than in school districts and counties. This is detrimental since a population of less than 50,000 can not adequately meet its own needs; only 13 of the 46 counties have a population large enough to meet these standards. Community development is, therefore, also a critical need in the Palmetto State.

Community development programs have been sponsored under Title I to take an in-depth look at what Greenville County will be like in the 1980's and to provide training for both the leadership structure and county residents to prepare them for the changes the next decades will bring.

Other Title I community development programs include efforts to prepare residents of Columbia for the Doxiadis Study, a long range development plan to modernize, beautify, and rejuvenate the city of Columbia toward assuring its place as the economic and cultural center of South Carolina.

66 - 016 - 005

COMMUNITY SERVICE SEMINAR AND STUDY GROUP SERIES ON GREATER COLUMBIA NEIGHBORHOODS AND GREATER COLUMBIA GROWTH EFFECTUATION

Initiator: Dr. A. C. Flora, Professor
College of Business Administration
University of South Carolina
Columbia, South Carolina

Actual Federal Funds: $61,724.00 Actual Matching Funds: $18,780.00

Statement of Community Problem:

Community interest across the 37 incorporated and the two main and two subordinate county lines is a dire need of Columbians. It is acknowledged that most community problems are inter-related and that authority already exists for the majority of problem areas. A lack of over-all information and specific data too often hinders these authorities and interested citizens in their attempts to focus attention upon problem areas and bring about positive actions.

Program Objectives:

To broaden citizen group understanding of Greater Columbia problems, to disseminate information, and to make possible agreement on progress plans across political jurisdictions where no single political unit exists for taking action.

Program Development:

The first series of seminars was jointly sponsored by the Citizens for Progress Commission and the Bureau of Business and Economic Research. The seven meetings of this series were held at the main auditorium of the South Carolina State Board of Health. Topics were as follows: Seminar on Greater Columbia Area Transportation Problems; Seminar on Urban Blight in the Greater Columbia Area, Seminar on Anti-Poverty Programs in the Greater Columbia Area; Seminar on Governmental Services in the Greater Columbia Area; Recreation and Parks in the Greater Columbia Area; Seminar on Zoning and Subdivision Problems; and Community Planning in the Greater Columbia Area.

The Campus Room of the Capstone House on the University of South Carolina campus was the setting of the second seminar series under this grant, which was jointly sponsored by the university and the Citizens for Progress Commission of Greater Columbia and Richland and Lexington Counties. Topics were as follows: The Role of Political Leadership in Community Development (keynote speaker, Robert Summerville, President of the Atlanta Transit System); the Role of the University in Urban and Regional Development (Dr. Vernon Alden, President of Ohio University); Enterprise and Community Development (Phillip Hammer, President of Hammer, Greene, Siler Associates, Economic Consultants); The Role of Business in Urban Development (Carl A. Fischer, Staff Vice President, Urban Renewal, United States Savings and Loan League). The seminar method of communication permitted new community problems to be identified, long standing difficulties to be emphasized, and possible solutions to be evaluated.

Accomplishments to Date:

Acquainted residents with the urbanization difficulties faced by the Columbia Standard Metropolitan Statistical Area; led to several other Title I projects dealing with urban phenomena and urban education.

66 - 016 - 005
Re-directed

COMMUNITY SERVICE SEMINAR SERIES FOR ASSISTING MARGINAL BUSINESSES

Initiator: Dr. Charles Edwards, Director
Bureau of Business and Economic Affairs
University of South Carolina
Columbia, South Carolina

Actual Federal Funds: $12,168.00 Actual Matching Funds: $20,311.08

Statement of Community Problem:

Marginal businesses frequently lack the expertise to employ the most efficient and economically sound methods of merchandising, advertising, and accounting. In Columbia there are numerous small emtrepreneurs and prospective entrepreneurs, especially in the minority races, unaware of modern business practices and policies. With an increased awareness of the business world, many small businessmen could realize substantial profit increases.

Program Objectives:

1. To search out in the Columbia business community those marginal businessmen, prospective as well as currently operating, who need technical and professional training, education, and services.

2. To determine the types of training, education, services from which they can benefit most.

3. To provide the needed training, education, and services through a pilot program conducted by the Bureau of Business and Economic Research at the University of South Carolina.

Program Development:

Out of the earlier seminar series evolved a new series to aid small businesses, particularly businesses owned and operated by members of an ethnic minority. An exploratory seminar was held in August 1969 to explain the background of the series--efforts, hopes, plans. A questionnaire filled out by participants indicated meeting times and places, subjects of interest, organizational information, and other guidelines for the series.

Ten three-hour meetings were held at the Chamber of Commerce. The three initial seminars covered marketing; other seminars covered bookkeeping, uses of data, financial ratios and controls, human relations, credit, and inventory management. Seminars were handled jointly by businessmen and University professors to provide practical approaches as well as principles. On site consulting efforts provided in-depth analysis and evaluation of each firm participating; this was provided by both university faculty and students. One of the real strengths of the program was student involvement, both graduates and undergraduates working with small entrepreneurs in Columbia, Bamberg, and Orangeburg.

Accomplishments to Date:

Brought business students and businessmen into proximity; provided the specific training and re-organization required by each businessman and business; led to a grant of over $100,000 from the Small Business Administration to aid in the training of small entrepreneurs in urban and rural areas emphasizing the needs of minority races.

SEMINAR PROGRAM FOR LEADERSHIP TRAINING AND ADULT EDUCATION FOR COMMUNITY ACTION

Initiator: Miss Betty J. Alverson, Director
Watkins Student Center
Furman University
Greenville, South Carolina

Actual Federal Funds: $5,723.87 Actual Matching Funds: $2,887.00

Statement of Community Problem:

It is anticipated that Greenville County will more than double its population between 1965 and 1990. Rapid industrial, social, and economic changes which accompany population explosions generate new responsibilities for those serving and being served by public and private agencies in a wide range of supportive services. Community leadership needs continuing education and action programs now in order to successfully deal with the projected complexities of society in the 1980's.

Program Objectives:

To involve and prepare young adults and community leaders to assist in solving both current and projected community problems by:

A. Providing refresher programs for career staffs in community service agencies and training in leadership and planning for public and private associations.

B. Providing training and consultant services to the local government to combat crime, poverty, and disease and providing special programs for the culturally disadvantaged through existing community programs.

C. Examining new Health, Education, and Welfare laws to determine the significance of these laws for the Piedmont Area of South Carolina.

Program Development:

The project consisted of a series of four 9:30 a.m. - 4:30 p.m. seminars: September 20, 1967 - Designing for the 1980's ... Nationally, Regionally, and Locally; October 11, 1967 - Designing for Recognition and Effective Utilization of Leadership and Citizen Resources; November 8, 1967 - The Retooling for Professionals, Volunteers, and Businesses for Services in the 1980's; December 6, 1967 - Designing for Community Efforts for Co-operative Action to Meet the Changes of the 1980's.

Dual involvement of town and gown, a fair representation of minority groups, and small group discussion sessions led to an extremely successful and much acclaimed program. Many of the participants now serve on boards and are deeply involved in community work; discussion groups and service groups formed as a result of the project remain active.

Accomplishments to Date:

Achieved enthusiastic participation from all segments of the community for a lecture series designed to prepare residents of the Greenville area for the social and economic upheavals of the 1980's; continued impact through the alignment of participants in groups (according to various fields of community interests) which continue to meet regularly.

67 - 016 - 007

A COMMUNITY PROBLEMS RESEARCH FORUM

Initiator: Dr. Gerald E. Breger, Director
Bureau of Urban and Regional Affairs
University of South Carolina
Columbia, South Carolina

Actual Federal Funds: $40,786.00 Actual Matching Funds: $26,742.55

Statement of Community Problem:

There are many public and private agencies in South Carolina concerned with community problems; differences in the degree of specialization and geographic distance constitute serious barriers to the exchange of information among agencies. The research efforts of the individual agency could be much more productive with knowledge of the content and methodology of the research work of others.

Program Objectives:

1. To disseminate information on the nature and content of research projects and activities among agencies working with similar problems, and to eliminate the duplication of activities.

2. To improve research techniques by increasing data source knowledge and methodology proficiency and to achieve joint-cost economics in the use of equipment and the operation of highly specialized data processing and retrieval systems.

3. To acquire and apply "expert" knowledge and to provide a continuing vehicle not only for the improvement of research per se, but research organization and administration as well.

Program Development:

The project began with a survey of agencies in the State operating in the fields of community problems; the survey was designed to focus on the past and present research activities of these agencies and on research personnel to lead to a classification system according to State problems areas. Such a small amount of research was going on that a classification system was not feasible.

There was then a total of 12 forums in three series. Planning Research Forums: Community Planning and Local Government; the Next Ten Years; Resources for Community Development; Information Needs of Local Government; and Applications and Actions. Manpower Research Forums: The Manpower Problem; Fundamentals of Manpower Planning and Research; Manpower Development and Training; and Manpower and the Moody Report. Social Issues Forums: Dilema of Progress - Style, Pretense, Youth; Racism. All forums were held on the University campus.

Accomplishments to Date:

Supported the establishment of nine multi-county planning regions for South Carolina; demonstrated the crucial need for general professional education for practitioners of all kinds involved in the fields of planning, manpower, and social problems; provided seed money to the Bureau of Urban and Regional Affairs shortly after its institution in the University's Division of Advanced Studies and Research; led to additional Title I grant dealing with urban phenomena.

AN ACTION PROGRAM DESIGNED TO IDENTIFY COMMUNITY PROBLEMS AFFECTING EDUCATION IN THE HARTSVILLE AREA SCHOOLS AND TO DESIGN PROGRAMS TO ATTACK THESE PROBLEMS

Initiator: Dr. Kenneth G. Kuehner, Dean
Coker College
Hartsville, South Carolina

Budgeted Federal Funds: $7,327.00 Budgeted Matching Funds: $2,500.00

Statement of Community Problem:

A knowledge of factors existing in the community which affect the child's life outside of school is essential if the school is to achieve optimum effectiveness in attaining its educational goals. The identification of problem areas prevailing in the community which affect the child and the school is of prime concern to the community of Hartsville.

Program Objectives:

1. To gather and analyze data pertinent to the problems prevalent in the Hartsville area which affect the child and the school with the aim of determining the relative acuteness of each problem and its bearing on obtaining optimum effectiveness of the county schools.

2. To recommend appropriate action-programs designed to attack such problems as are found to exist.

Program Development:

Phase I, the gathering and analyzing of data, was undertaken by the consulting firm of Wilbur Smith and Associates which published a lengthy report entitled Hartsville Neighborhood Analysis. The report provides a detailed analysis of the environmental factors in the neighborhood system and focuses on community conditions relative to the performance of students and the effectiveness of the schools within the Hartsville area. Copies of the report have been distributed to key personnel of the following: City of Hartsville, Hartsville Planning Board, Housing Authority, Board of Public Works, Hartsville Schools, Darlington County (Sheriff, Tax Assessor, Planning Commission, Community Action Agency), Welfare Department, Child Day Care Center, and the local newspaper and radio station.

Three changes in the college administration since the inception of this study and the disruption of area schools and the pre-occupation of school officials arising from integration problems have been decidedly detrimental to the project. Following some three years of inactivity, Coker College plans to implement a series of public information seminars during 1971 to attack the problem areas established by the survey.

Accomplishments to Date:

Published and distributed the results of a Hartsville neighborhood study. Conducted six forums for the general citizenry and leaders of community organizations in the Hartsville area to discuss and generate action toward the solution of environmental and administrative facts effecting community conditions and the effectiveness of schools in Hartsville.

EDUCATION FOR THE URBAN SPECIALIST: UNDERSTANDING THE CITY

Initiator: Dr. Gerald E. Breger, Director
Bureau of Urban and Regional Affairs
University of South Carolina
Columbia, South Carolina

Actual Federal Funds: $19,033.00 Actual Matching Funds: $22,000.72

Statement of Community Problem:

There is a crucial need among the urban citizenry and urban planners, administrators and officials for educational training in urban phenomena and problems threatening the city as an analytical and operational entity. This need exists because education concerned with cities per se has been virtually non-existent and because a generalized knowledge of cities is essential to efficient planning and administration as well as to public action programs.

Program Objectives:

To develop and offer generalized educational training in urban phenomena and problems for those engaged in the urban professions as well as for urban citizens:

A. To make urban education available to the public.

B. To more closely relate the University to the community.

C. To so organize professorial knowledge in urban affairs that scholars can be effective consultants to communities.

Program Development:

Classes were conducted on twenty Tuesday evenings between October 8, 1968, and April 22, 1969. The sessions began at 7:30 p.m. and were dismissed at 10:00 p.m. The program was an interdisciplinary effort combining economics, geography, sociology, and political science; balance of viewpoint was achieved through the integration of ideas from liberal instructors with those from the conservative class. Material was presented in such a fashion as to facilitate understanding even for those lacking a college education.

PHASE I: MAN AND THE CITY (The Origin and Growth of Cities; Urban Productivity - The Task of Cities; Urban Land Use - Human and Economic Implications; The Role of Public Responsibility; The Future City)
PHASE II: THE CHALLENGE OF THE URBAN ENVIRONMENT (Geography and Urban Life; Economics of the Urban System; The Sociology of the City; Urban Government; Human Goals and Urban Environment)
PHASE III: FUNCTIONAL PROBLEMS OF THE CITY (The Urban Core; Decentralization; Housing and Neighborhood Erosion; Traffic; Public Facilities)
PHASE IV: HUMAN PROBLEMS OF THE CITY (The Negro Ghetto; Poverty and Welfare; Crime and Antisociality; Education for the Disadvantaged; Mental Health and Spiritual Values)

Accomplishments to Date:

Developed and offered to the public educational training in urban phenomena; project reported in the Professional Geographer; led to the appointment of the project director to serve on the Central City Development Committee for the Greater Columbia Chamber of Commerce.

A CENTRAL CITY SEMINAR SERIES

Initiator: Dr. Gerald E. Breger, Director
Bureau of Urban and Regional Affairs
University of South Carolina
Columbia, South Carolina

Actual Federal Funds: $9,638.00 Actual Matching Funds: $5,751.85

Statement of Community Problem:

There is a definite need to help prepare Columbians to understand the central city and its needs and thus to prepare them to understand the Doxiadis Study (a long-range development plan to modernize, beautify, and rejuvenate the city of Columbia toward assuring its place as the economic and cultural center of South Carolina).

Program Objectives:

1. To sustain interest in central city phenomena and problems during the period of the Doxiadis Study.

2. To broaden the base of involvement of community leadership in central city problems.

3. To provide a common forum for differing viewpoints on the needs of the central city.

4. To communicate a sense of common interest in the central city in contrast to the special interests of certain individuals and groups.

5. To achieve a new enthusiasm and alacrity on the part of the community leaders that would not only accelerate the implementation of central city planning but would also spill over to other difficult problems facing the community.

Program Development:

Approximately 140 persons attended the series, consisting of four monthly meetings held in the evenings on the University of South Carolina campus during Fall 1969. Attendance was solicited by invitation of the Chamber of Commerce, other adjunct organizations concerned with central city development, and selected community leaders in related roles.

Each seminar consisted of a formal presentation by a guest speaker followed by an informal discussion period. The topic for each seminar was determined by the project director in conjunction with an advisory committee consisting of representatives of the Central City Development Committee, the consulting firms conducting the Doxiadis Study, and the University of South Carolina. The topics were as follows: Seminar I: Realities in Urban Development (John Gunther, Lecturer); Seminar II: Redevelopment and the People (Leonard Fein, Lecturer); Seminar III: Redeveloping the Urban Core: Economic Perspectives (Benjamin Chinitz, Lecturer); Seminar IV: Changing Perspectives of Urban Redevelopment in Central Cities (Robert Gold, Lecturer).

Accomplishments to Date:

Broadened the base of involvement of community leadership in Columbia's problems by providing a common forum for differing viewpoints on the needs of the city. Although the forums provided no real answers to any of the questions raised in the sessions, it set out to sustain interest in the Doxiadis Study (which was to provide the answers) and to a degree it was successful in this endeavor.

69 - 016 - 005

TRAINING PROGRAM FOR SOUTH CAROLINA GOVERNMENTAL EMPLOYEES

Initiator: Robert H. Stoudemire, Associate Director
Bureau of Governmental Research
University of South Carolina
Columbia, South Carolina

Budgeted Federal Funds: $29,000.00 Budgeted Matching Funds: $21,370.00

Statement of Community Problem:

The expansion of training services would aid South Carolina State agencies and communities in improving their governmental services and aid many employees and board members in better understanding their duties and powers under the laws of the state. Training and understanding will aid in preventing conflicts and frictions, in preparing employees for more and new responsibilities, and in acquiring up-to-date knowledge related to their activities.

Program Objectives:

1. To improve the skills of governmental employees and develop better work methods and more efficient work distribution.

2. To instruct employees in sound management techniques and develop budgetary and personnel management skills at supervisory levels.

3. To survey the training needs of all governmental agencies and to promote inter-governmental administrative cooperation.

4. To create an awareness of changing governmental programs and administrative problems and to exchange experiences useful in improving governmental services.

Program Development:

Six extended courses and several seminars and conferences were completed during 1969 and early 1970 including Supervisory Methods and Techniques, Municipal Finance Administration and Accounting Principles, South Carolina Municipal Finance Officers' Seminar, Fourteenth Annual City Attorneys' Conference, Budgetary Methods and Fiscal Administration, Governmental Workshop and Legislative Committee Meeting, and Public Relations for Governmental Employees. The courses, conferences, and seminars were offered both on the University campus and in such small towns as Greenwood, Bamberg, Mauldin, and Summerville. Nine additional courses were researched, prepared, and offered during the fall and winter of 1970.

Ordinance codification has been completed for the cities of Ware Shoals, Fairfax, Surfside Beach, Simpsonville, and Hemingway. A guidebook on business licenses has been printed. Consulting services have been used by many towns, particularly in financial areas. A large volume of requests for courses in the areas of supervisory and financial administration have curtailed activities in the fields of elections and recreation.

Accomplishments to Date:

Initiated basic programs for government officials; studied town codes; promoted the updating of the State Constitution; increased the competency of city attorneys, building officials, and municipal finance officers.

TRAINING PROGRAM FOR SOUTH CAROLINA GOVERNMENTAL EMPLOYEES

Initiator: Robert H. Stoudemire, Associate Director
Bureau of Governmental Research
University of South Carolina
Columbia, South Carolina

Budgeted Federal Funds: $33,550.00 Budgeted Matching Funds: $20,195.00

Statement of Community Problem:

Employees of state agencies and communities need to better understand their duties and powers under the laws of the state. At present there is a shortage of funds in the government allocated to training. There is also a shortage of guide books, service and technical manuals, and legal and service codes for performance. A shortage of personnel to fill existing and projected vacancies in government jobs likewise exists.

Program Objectives:

1. To better governmental employees in skills, technical information, and general ability.
2. To increase the efficiency of governmental services at a static or reduced cost to the public.
3. To coordinate training efforts at all levels of government.
4. To provide legal, technical, advisory aids, guide books, manuals, and codes; to test the usefulness of these materials.

Program Development:

Designed to be implemented in the same manner as project #69-016-005 of the same name, a "Training Program for South Carolina Governmental Employees" offers courses, seminars, and conferences both on the University of South Carolina campus and at various regional, county, and municipal sites. When there are enough enrollees to assure a class, the class is taken to the students; this is evidenced by the Budgetary Methods and Fiscal Administration Course offered in Darlington, Gaffney, and Conway during Autumn 1970.

Plans are being made to offer short courses in supervisory methods and techniques, management practices for smaller cities, and governmental finance administration. Planned conferences and seminars include conferences for utility officials and building inspectors as well as conferences for newly elected officials, for persons dealing with public recreation, and for mayors and councilmen. Also scheduled are meetings dealing with supervisory relationships for public works foremen, public relations, work methods and work distribution, centralized purchasing, and the mayor as the municipal judge.

Accomplishments to Date:

Improved the skills of public works foremen in the City of Columbia; implemented a City Attorneys' Conference in Columbia, a Municipal Legislative Committee workshop in Columbia, and a Wildlife Research Study; completed ordinance codifications for the cities of Manning, Ridgeland, Pamlico, Harleyville, and Lake City.

INSTITUTE FOR THE PUBLIC DEFENSE OF INDIGENT CRIMINALS

Initiator: Douglas Wickham, Visiting Assistant Professor
School of Law
University of South Carolina
Columbia, South Carolina

Budgeted Federal Funds: $5,343.00 Budgeted Matching Funds: $2,809.00

Statement of Community Problem:

South Carolina's population ranks 48th in national per capita income and its average educational level is 8.7 years completed. The poor and uneducated are most likely to commit a crime but least likely to get adequate defense without state or private assistance. Recognizing this the state legislature passed a Public Defender Act to provide even the poorest citizens with an adequate criminal defense, but so far little has been done to realize public defenders throughout the state.

Program Objectives:

1. To draw attendance at the institute from most counties in South Carolina.
2. To promote an increase in the number of Public Defender Corporations in this state.
3. To disseminate course material which is useful in actual criminal defense practice.
4. To promote participation by and free exchange of information among all present South Carolina public defenders.

Program Development:

One hundred and forty persons attended the South Carolina Criminal Defense Institute which was well publicized by means of a brochure, letters to attorneys, and the Transcript. The institute, designed as a short course for criminal defense attorneys, was held on the University of South Carolina campus July 30 -31, 1970.

Trial techniques including preparation of the case, the cross examination of prosecution witnesses, and the defendant as a witness were discussed. Other subjects studied were current developments in criminal procedures, the insanity defense, the problems in operating a Public Defender Office, post-conviction relief, scientific evidence, implied consent in South Carolina, and the Breathalyzer. Name speakers from within the state included the Assistant Attorney General for South Carolina, Former United States Attorney for South Carolina, and distinguished members of the South Carolina Bar Association as well as University of South Carolina Law School Faculty. Speakers from outside of South Carolina were: Patrick Hughes, Director of Defender Services, National Legal Aid and Defender Association, Chicago; and Robert Jagger, Pinellas County (Fla.) Public Defender.

Accomplishments to Date:

Surpassed attendance expectations by 140%; secured outstanding authorities as institute faculty; alerted attorneys from thoughout the state to the latest developments in criminal procedures and trial techniques.

ENVIRONMENTAL QUALITY

The latter half of the nineteenth century was a chaotic time for South Carolina; extensive Civil War destruction, followed by decades of reconstruction and depressions, caused the state to lag in industrial and technological development. Not until a century later did the citizens of the state become aware of the environmental havoc being created by rapid industrial growth. Suddenly small towns sprouted into metropolitan areas; scattered plants merged into industrial complexes, raping the land and polluting the waters and the air. Advanced technology, coupled with an ever-increasing population, has placed unprecedented stress upon the environment in which man lives.

Virtually every South Carolinian is aware of the need to preserve the state's scenic coast and natural resources. Title I has begun a series of environmental control workshops to prepare municipal and county officials to cope with the myriad of environmental changes generated by rapid urbanization and to open additional channels of communication between agencies and organizations already involved in the control of the environment.

ENVIRONMENTAL CONTROL WORKSHOP FOR MUNICIPAL AND COUNTY OFFICIALS

Initiators: John H. Austin
Environmental Systems Engineering
Clemson University
Clemson, South Carolina

John R. Doggette
Department of Social Science
Clemson University
Clemson, South Carolina

Budgeted Federal Funds: $16,430.00 Budgeted Matching Funds: $9,630.00

Statement of Community Problem:

South Carolina's municipal officials, unprepared to cope with the myriad of environmental changes generated by rapid urbanization, are hampered by a lack of effective communication between themselves and the agencies and professional organizations involved in the control of the environment.

Program Objectives:

To plan, organize, and implement a series of workshops for city and county officials in South Carolina to bring about increased communication between municipal officials and agencies and organizations interested in controlling environmental pollution by:

a. Increasing competency and efficiency of municipal officials in dealing with problems of environmental control and increasing the dissemination of information concerning environmental control measures to the municipal official and to the public.

b. Encouraging greater community involvement in discussion of current environmental control problems.

c. Providing information and incentive for environmental control plans on a regional basis.

Program Development:

The program proposal assured project personnel and cooperating agencies of freedom to determine specific environmental control problems to work with; these were determined to be water and wastewater problems of municipalities. The first step was the acquisition of all available material on water and wastewater environmental control and administrative procedures that might later be valuable to the municipal officials.

The workshop planning stage was considerably lengthened by the discovery that few experts existed who where equally knowledgeable on water and wastewater plants, personnel management, and municipal governments in South Carolina. Project directors remedied the situation by taking the time to become "experts" themselves.

Locations selected for two pilot workshops to be held late in 1970 are the South Carolina Appalachian Region covering six countries and the Upper Savanah Region also covering six countries.

Accomplishments to Date:

Prepared flier, booklet, and portfolio all entitled Who Is Responsible for Clean Water?; made presentation to Upper Savannah Development District on upcoming workshops, August 24, 1970; presented program at meeting of the South Carolina Municipal Association, October 7, 1970; conducted workshop at Piedmont TEC in Greenwood, February 11, 1971.

RECREATION

Since 1900 the average work week has been reduced from sixty hours to slightly less than forty hours, affording South Carolinians with some twenty more hours of leisure time each week. This coupled with the fact that fewer than helf of the state's residents have ever had a vacation, emphasizes recreation as a priority area in the Palmetto State.

South Carolinians see four serious problems in the area of recreation: a lack of revenues to provide for recreational facilities, a lack of planning for recreational facilities, a lack of trained recreational personnel, and a lack of recreational services for senior citizens. The smaller the community, the higher the priority that is given to the lack of services for senior citizens. Ironically, newcomers to the state feel that the general apathy among people in support of recreational activities is the cause of the low level of recreational services.

A mere 16 percent of the municipalities in the state can boast of a department of recreation, and only one town spends at least $6.00 per capita on recreation.

If parks and recreation facilities are to be provided for the residents of South Carolina, provisions must be made to adequately finance these improvements. Since the State and local levels of government are hard pressed for revenues, it is necessary to find additional funding sources if more recreational services are to be provided. The success or failure of outdoor recreation planning will, in large part, be determined by its relationship to comprehensive planning at all levels of government. Only when the quantity, quality, and location of recreation developments are planned and developed in harmony with other physical facilities such as residences, schools, and places of employment, can recreation be most beneficial to the user.

Title I is making a serious effort to increase the level of recreational activity in the state. A comprehensive survey of recreation in the state has led to the formation of a recreation commission as well as to cultural-recreational programs in several municipalities.

66 - 016 - 004

COMPREHENSIVE SURVEY OF RECREATIONAL NEEDS, LOCAL RESOURCES AND ADDITIONAL REQUIREMENTS OF THE STATE

Initiator: Dr. Warren K. Giese, Head
Department of Physical Education
University of South Carolina
Columbia, South Carolina

Actual Federal Funds: $25,500.24 Actual Matching Funds: $12,248.68

Statement of Community Problem:

South Carolina stands third in the nation with 63 school-age children per 100 adults against a national average of 49 per 100 adults. When per capita income is compared on a per school-age child basis, South Carolina ranks 49th out of the 50 states, indicating that providing recreation and cultural opportunities for their young is a financial impossibility for thousands of Palmetto residents.

Program Objectives:

1. To upgrade recreational personnel through seminars, workshops, and in-service training activities and to promote various physical activities through workshops and by training of personnel competent to teach and promote organized recreational activities.

2. To promote a better understanding of recreational programs and activities for the mentally retarded and orthopedically handicapped people of all ages through workshops and specifically designed projects.

3. To develop a five-year plan for the development of recreation in the state and to begin a series of pilot programs throughout the state to promote recreational opportunities in art, music, choral groups, and drama.

Program Development:

Approximately 100 persons attended two seminars featuring nationally recognized speakers for recreational personnel and park administrators. Successful workshops were held to promote girls basketball and volleyball; to prepare adults to serve as timers, starters, referees, and judges at swimming meets; to train people to officiate tennis matches; and to promote the inclusion of wrestling in high school athletic programs. A Medical Aspects of Sports Clinic designed to emphasize safety in athletics was held and attended by over 100 doctors, coaches, and trainers. In cooperation with the University of South Carolina School of Education, an initial workshop was held concerning recreational programs and opportunities for the mentally retarded and orthopedically handicapped. A second workshop was held for superintendents, school board officials, and others with a special interest in recreation and physical activity for the atypical.

Pilot programs were implemented in the following towns: Darlington (classes in music, music history, music appreciation, mass music lessons, and an opportunity to join a combo); Sumter (art lessons and choral group); Myrtle Beach (symphonic orchestra); and Spartanburg (art instruction). Efforts to construct a five-year plan for the development of recreation programs in the state were re-directed toward the formation of a State-Wide Advisory Council to the South Carolina Recreation Commission.

Accomplishments to Date:

Led to the establishment of annual workshops dealing with safety in sports, girls volleyball and basketball, and officiating of swimming meets; increased the competency of recreation personnel and volunteers; devised the organizational structure for continued state-wide guidance in recreational endeavors.

70 - 016 - 006

A PROGRAM TO TRAIN SUB-PROFESSIONAL RECREATION PERSONNEL TO ASSIST STATE CORRECTIONAL INSTITUTIONS IN THE REHABILITATION OF INMATES

Initiator: Dr. Warren K. Giese, Head
Department of Physical Education
University of South Carolina
Columbia, South Carolina

Budgeted Federal Funds: $7,446.00 Budgeted Matching Funds: $9,421.00

Statement of Community Problem:

South Carolina is considered to have a most progressive program of rehabilitation for those placed in its correctional institutions, but there is a serious lack of dissemination of basic health information to the many inmates void of such knowledge and a serious lack of planned physical activities for the inmate, as well as lack of vocational training to aid him upon release.

Program Objectives:

1. To recruit and qualify a group of 20-30 inmates as recreational aides upon their release.

2. To increase the level of health knowledge and physical activity in selected correctional institutions.

The objectives were designed to provide two levels of participation: the first level would include the special group which would receive training and then be used as instructors and program supervisors in selected correctional institutions throughout the state; the second level of participation would include the many inmates in the selected institutions where the trainees would conduct the supervised recreational, physical activity, and other competitive programs.

Program Development:

Fifty men at four correctional institutions were interviewed for the program; of these nineteen were approved for participation. The actual training program began in October 1970, and included the following topics: football, softball, baseball, soccer, boxing, track and field, basketball, horseshoes, badminton, volleyball, theory of recreation, and principles of conditioning. Plans call for the following instruction to be completed prior to the graduation ceremony: Red Cross First Aid Instruction, course work dealing with organization and administration of athletics and recreation programs, care and maintenance of equipment, concentrated health instruction, handball, weights, wrestling, table ternis, and a week of summary and review.

Instruction is given to the trainees in each activity on the following items: officiating, skill improvement, how to teach the skill, resources to consult, facilities necessary for the activity, equipment needed, rules of the activity, and maintenance of the facilities and equipment. The utilization of well-known outsiders, such as basketball coach Frank McGuire, baseball coach Bobby Richardson, and All-American soccer player Dale Dirk, is having a tremendous positive impact on the inmates. Health instruction and assignments are daily occurrences; tests are given in each area. Inmates devote approximately six hours per day to the program.

Accomplishments to Date:

Motivated positive personality changes in trainees; led to the release of two trainees on parole; led to the custody upgrading of several trainees and to the transfer of several trainees to institutions with a lower security rating; established recreational activities at the Pre-Release Center.

HEALTH

Despite the fact that the people of South Carolina have the shortest life expectancy in the United States, her citizens are not overly concerned about health problems.

The lack of hospital and health facilities and personnel is cited by residents as the state's major health deficiency, particularly in small towns. Persons residing in different areas of the state cite different obstacles to community advancement in health. Those from Spartanburg and York Counties consider air pollution a grave concern which is understandable in view of the exorbitant rate of total suspended particulates in these areas of rapid industrial and commercial growth.

Greenville residents give topmost priority to the need for urban renewal programs, while citizens of Georgetown and Charleston Counties, noted for paper and chemical production, voice prime concern over water as well as air pollution. Small, poor counties with static populations find particular deficiencies in the areas of aid to the permanently and totally disabled, the treatment of chronic diseases, public health programs, and the health problems of the aged; these same counties, lacking industry, can not envision air and water pollution as critical problems.

The present health needs of South Carolina can be summed up as follows: manpower and facility deficiencies; correction of adverse environmental factors; a more vigorous program of preventive medicine; more excessive use of rehabilitation; and dissemination of vitally needed health information.

Title I has played a role in meeting these needs through the programs outlined on the following pages.

67 - 016 - 001

A PROGRAM TO PROVIDE ADULTS WITH VITAL HEALTH INFORMATION CONCERNING HEART DISEASE, ITS CAUSES, AND METHODS OF REDUCING RISK FACTORS

Initiator: Dr. Warren K. Giese, Head
Department of Physical Education
University of South Carolina
Columbia, South Carolina

Budgeted Federal Funds: $6,510.00 Budgeted Matching Funds: $2,247.72

Statement of Community Problem:

Since 55% of all deaths across the nation are due to heart or cardiovascular associated diseases, it is especially tragic to note that South Carolina leads the nation in deaths due to coronary heart disease in adults under 45 years years of age. South Carolina also ranks third in deaths due to coronary heart diseases in people of all ages.

Program Objectives:

1. To develop an intensive radio, television, and newspaper campaign to acquaint the state's population with the facts concerning America's number one health problem, cardiovascular disease.

2. To implement a series of workshops concerning cardiovascular disease in statewide population centers to inform adults about the causes and preventative methods of coronary disease.

3. To enlist local medical, educational, and health personnel to assist in follow-up programs of emphasis.

Program Development:

Courses of varying length were held in Columbia, Rock Hill, Orangeburg, Summerville, and Newberry. In addition, at least 30 "Risk Factor" speaking engagements were filled throughout the state, and project staff members participated in at least twenty radio and television shows devoted to heart disease and risk factors. Requests for programs exceeded expectations, and it was impossible to fulfill all requests. Participation and public interest was so great that private agencies which were involved in the project are now carrying on the program within their own budgets.

As an added service, any person requesting information on heart disease was mailed a packet of materials.

Accomplishments to Date:

Generated a state-wide awareness of the need for information concerning heart disease and preventative methods. Created an awareness of risk factors which increase the danger of developing coronary diseases; involved project participants in conducting and continuing programs within cooperating agencies; assisted in the editing and publishing of the proceedings NATIONAL CONFERENCE ON EXERCISE in the Prevention, Evaluation, and Treatment of HEART DISEASE in the December 1969 supplement of the Journal of the South Carolina Medical Association (Vol. 65); continued project activity through participation of project staff on Heart Association Task Force on Exercise which is publishing additional informative material relative to risk factors and exercise.

DISSEMINATION OF INFORMATION ON MENTAL RETARDATION

Initiator: Dr. Frank S. Elliott, Director
Special Services
Columbia College
Columbia, South Carolina

Actual Federal Funds: $29,656.24 Actual Matching Funds: $12,515.29

Statement of Community Problem:

In 1965 the President's Panel on Mental Retardation noted that of the 17,000 educable and 2,000 trainable mentally retarded children in South Carolina, only 3,700 had opportunities for appropriate education. Although limited services were available to the children and their parents in Greenville and Columbia, services were virtually non-existent in the rest of the state due to a general lack of information by the public, a lack of diagnostic services, and a serious shortage of teachers and classrooms.

Program Objectives:

To produce a series of video tapes to inform the public in general, and parents in particular, as to the nature of mental retardation, its prevention, and services available to the mentally retarded.

Program Development:

Specialists were employed in the development of a series of eleven video tapes entitled The Other Three Per Cent; each tape was evaluated and approved by professionals prior to its release. The tapes are as follows: Who Is the Retarded Child? Identification of the Subnormal Child; Evaluation of the Mentally Retarded; The Environment and Mental Retardation; Why Did This Happen? Parental Adjustment to the Retarded Child; The Adjustment of the Retarded; Teaching the Mentally Handicapped; Education for the Moderately Retarded; Job Opportunities for the Mentally Retarded; Recreation for the Retarded; Religious Nurture; and Community Action for the Retarded.

The complete set of video tapes was first broadcast over the South Carolina Educational Television Network during the Fall of 1968; these broadcasts were repeated during the winter months. At the same time, closed-circuit television was used to show tapes to special interest groups, such as local chapters of the South Carolina Association of Retarded Children. By April 1969, the series had been viewed by groups and agencies throughout the nation. Classes in special education, both in-state and out, continue to utilize the films through the medium of 1" Ampex video tapes. Close cooperation between Columbia College and the various groups and agencies dealing with the problems of mental retardation contributed in no small way to the impact the series had upon services available to the mentally retarded and their families.

Accomplishments to Date:

Published and circulated on a national scale a brochure to promote a series of eleven video tapes developed to focus on various aspects of mental retardation, types of retardation, and services available to and needed by retardates.

ADULT DEVELOPMENT AND AGING

Initiator: Dr. Rosamonde R. Boyd
Department of Sociology
Converse College
Spartanburg, South Carolina

Actual Federal Funds: $8,598.66 Actual Matching Funds: $3,223.74

Statement of Community Problem:

Public and private social agencies in Spartanburg have indicated a need to have professional staff, volunteers, and community leaders become more familiar with the growing body of knowledge concerning the problems of the aging in order to more effectively develop and implement programs and services for this segment of the population.

Program Objectives:

To provide basic information on social gerontology to professionals and practitioneers in the field of aging, volunteers in social agencies, and community leaders while counseling and assisting senior citizens as they seek continuing participation in social life and re-adjustment to changes in their life cycle.

Program Development:

Approximately 130 persons, representing an excellent cross-section of Spartanburg residents as to agencies, churches, adult age groups, sex, race, education, and socio-economic class, attended the institute to further their understanding of the problems of the aged and how to cope with them. The meetings were held from 7 p.m. to 10 p.m. each Tuesday and Thursday June 8 - July 11, 1967, on the Converse College Campus.

Topics and keynote speakers were as follows: Adult Sociology and Problems of Aging (Dr. Grant Youmans, Department of Rural Sociology, University of Kentucky); The Sociology of Aging (Dr. Ruth Albrecht, Professor of Sociology, University of Florida); Some Psychological and Medical Aspects of Adult Development and Aging (Dr. Carl Eisdorfer, Duke University Medical Center); Psychiatric Aspects of Adult Development (Dr. Adriaan Verwoerdt, Director, Geropsychiatry Training Program, Duke University Medical Center); Health Patterns of the Aged (Dr. Charles G. Oakes, Sociology Department, Converse College); Medicare: What It Is and How It Functions (Mr. Ralph Derrick, HEW regional office, Spartanburg); Experiences and Problems of the Aging in Work and Retirement (Dr. Ida Simpson, Sociologist, Duke University); Current Laws Affecting the Aging (Mrs. Virginia Smyth, Administration on Aging); The Economics of Aging (Dr. Jaunita Kreps, Economist, Duke University): Projects in Gerontology: Training, Research and Community Planning and Action (Dr. Robert Wray, Council on Gerontology, University of Georgia).

Accomplishments to Date:

Published and distributed over 1,000 copies of institute proceedings entitled Older Americans: Social Participants; implemented a series of follow-up lectures and rallies; contributed to the growth of a Senior Citizen Service which was launched almost simultaneously with the opening session of the institute; led to approval of the Spartanburg Recreation Department plan by the S.C. Interagency Council on Aging for a multi-purpose activity center for senior citizens; worked with Model Cities Program to include the aging in planning for re-housing; developed great community awareness of the needs of senior citizens.

A PROGRAM TO PROVIDE INFORMATION RELEVANT TO CONSTRUCTIVE PROGRAMS OF RECREATION AND PHYSICAL ACTIVITY FOR SOUTH CAROLINA'S ATYPICAL POPULATION

Initiator: Walter R. Hambrick, Assistant Professor
Department of Physical Education
University of South Carolina
Columbia, South Carolina

Budgeted Federal Funds: $5,008.00 Budgeted Matching Funds: $5,008.00

Statement of Community Problem:

South Carolina has over 150,000 mentally retarded and orthopedically handicapped citizens. There is a marked lack of organized physical activities and constructive recreational opportunities for these persons, due primarily to the lack of parents and teachers competent to work with the atypical in recreation and physical activity situations.

Program Objectives:

To assist in the solution of a state-wide problem involving the critical shortage of personnel (including parents) who have adequate knowledge of constructive programs to provide recreational opportunities and physical activity for the handicapped by:

A. Providing interested people with an insight into the recreational and physical activity programs for the handicapped and acquainting them with various techniques and skills to be used in work with the handicapped.

B. Helping parents become more interested, informed, and proficient in working with their own children.

C. Helping alleviate the shortage of personnel working with the handicapped citizens through volunteer agencies, institutions, and schools.

Program Development:

Approximately 1,650 persons attended workshops and in-service training sessions offered in Manning, Columbia, Monks Corner, Darlington, Manning, Greenville, Spartanburg, Cheraw, Conway, Laurens, and at the Lutheran Home for the Aged. Topics of instruction were: physical fitness for the mentally retarded, procedures for setting up day camps for the handicapped, resident camping procedures, and recreation activities. In addition, a 16-week non-credit in-service training program was held at Pineland State Hospital, located just outside of Columbia.

Accomplishments to Date:

Led to the development of a new course at the University, Physical Education for the Exceptional Child, and to the University campus being selected as the site of the first regional Special Olympics. Increased the number of recreation departments conducting day camps for handicapped children from three limited to about one week each to 15-20 with eight of the camps eight weeks in length. Contributed to a 60+% increase of the number of special education classes with planned daily physical activity programs. Tripled the number of institutions with paid recreational personnel and increased five-fold the number of paid recreation personnel in institutions. Public approval and the physical condition of mentally retarded children attending public schools have vastly improved. Increased the number of South Carolina children participating in the National Special Olympics ten-fold.

68 - 023 - 006

A PROGRAM DESIGNED TO INCREASE PERSONAL HEALTH KNOWLEDGE AND TO FOCUS ATTENTION UPON COMMUNITY HEALTH PROBLEMS IN AREAS WITH SIGNIFICANT POCKETS OF POVERTY

Initiator: Kenneth F. Sandiford
Department of Physical Education
Voorhees College
Denmark, South Carolina

Budgeted Federal Funds: $4,412.00 Budgeted Matching Funds: $4,420.00

Statement of Community Problem:

A definite correlation exists between the poverty level, the educational level, and the health level of any given area. Indices of health levels consistently rank South Carolina extremely low. The four-county area which surrounds Voorhees College has more than its share of poverty and more than its share of ignorance of good health practices: Allendale County (median family income: $2,188; median school years completed by those 25 years of age and over: 7.4); Bamberg County ($2,380; 7.9 years completed); Barnwell County ($3,266; 8.5 years completed); and Orangeburg County ($2,603; 8.2 years completed).

Program Objectives:

1. To provide an insight into health problems, especially as they relate to people who live in areas of poverty, and to communicate essential health knowledge with emphasis upon relevant information for parents.

2. To generate interest in attacking health problems on a community-wide basis and acquaint participants with volunteer health agencies and the services they are able to provide.

3. To help parents become more informed and proficient in communicating to their children good health habits and information essential to healthier living.

4. To develop additional lines of communication between health agencies and the people who have need of their services.

Program Development:

A master plan involving initial contacts with community leaders followed by visits to churches, schools, community organizations, and parent-teacher groups was developed; initial contact was then made with representatives of community agencies who proved to be highly enthusiastic. Well-attended workshops explored the subjects of safety, heart disease, and venereal disease. As a result of activities in carrying out this program, the project director has been named to the Governor's Task Force Committee on Health Planning for the State of South Carolina.

Student uprisings occurred on the Voorhees College campus during both semesters of the 1968-1969 school year and again during the spring semester of 1970, when the institution was ultimately closed for five weeks during February - March. Following the re-opening of the college, disruptions, including a series of fires and an enormous volume of disciplinary cases, forced further efforts on this program to be postponed until the 1970-1971 academic year.

Accomplishments to Date:

Implemented a well-attended lecture series; distributed materials promoting sound health, nutrition, and safety in areas of poverty.

TEAM APPROACH IN COMMUNITY PROGRAMMING FOR PHYSICAL EDUCATION AND RECREATION FOR THE ATYPICAL CHILD

Initiator: Mr. Walter H. Hambrick, Assistant Professor
Department of Physical Education
University of South Carolina
Columbia, South Carolina

Budgeted Federal Funds: $5,865.00 Budgeted Matching Funds: $3,670.00

Statement of Community Problem:

Small towns in South Carolina have evidenced a need for consultants to go into rural areas to train volunteers, aides, parents, and teachers to work with the mentally retarded and physically handicapped in the area of physical activity, providing the atypical with a year-round program of recreation.

Program Objectives:

1. To re-educate parents, school administrators, teachers, recreational staffs, and laymen in programs of physical education and recreation for the retarded.

2. To assist in the development of a year-round program of physical education and recreation for the mentally retarded in which the community is totally involved.

3. To provide a team of consultants which can be made available to areas endeavoring to develop day camps or other recreation programs for the atypical.

4. To develop on 16mm film the teaching of recreational activities and the use of equipment.

Program Development:

To date, training has been provided to persons throughout the state enabling them to work with the handicapped and retarded in such areas as physical fitness, rhythms, singing, games of low organization, arts and crafts, swimming, and self-testing activities. A Creative Drama Workshop held in June 1970 opened the way for handicapped children to participate in children's theater productions and puppet shows.

Under the provisions of this grant, project staff go into a location only on special invitation. Over 300 children attended the 1970 crippled children's camp with the help of twenty-two aides trained under this grant. For the first time pre-school children attended the 1970 day camp in Florence. Classes training volunteers and aides are in-service as well as regular classroom sessions. Participants actually work with the handicapped as part of their training.

Accomplishments to Date:

Provided training and consultation to schools and agencies involved with the atypical child; provided in service-training for the eight-week State Camp for Crippled Children, a six-week day camp for the retarded in Aiken County, and an eight-week day camp for the retarded in Richland County; provided a training program at the Midlands Rehabilitation Center and residence camping at Pinewood.

69 - 007 - 009
70 - 007 - 008

HEARING LOSS AND EARLY IDENTIFICATION

Initiator: John Devens, Instructor
Hearing and Speech
Columbia College
Columbia, South Carolina

Budgeted Federal Funds: $14,800.00 (1969)
15,003.00 (1970)
$29,803.00

Budgeted Matching Funds: $12,044.00 (1969)
12,644.00 (1970)
$24,688.00

Statement of Community Problem:

A December 1968 survey by the Department of Special Studies at Columbia College found that 4.6 per cent of the children enrolled in two Columbia elementary schools had a hearing loss of at least 30 decibels. It is estimated that there are 13,000 pre-school victims of hearing loss in South Carolina.

Program Objectives:

1. To alert parents to previously unsuspected problems of hearing loss and the procedures for obtaining assistance.

2. To alert the general public to the need for a statwide program of identifying and educating children with appreciable hearing loss.

Program Development:

Six film scripts are being written and produced dealing with the following subjects: Does your child have a hearing loss? If you suspect hearing loss, what do you do? What are the causes, nature and implications of hearing loss? What professional help is available? What is the future of the hard of hearing child? Each film will be one half hour in length and will be produced in collaboration with the South Carolina Educational Television which will promote and air the films during 1971.

The scripts promise to reflect the knowledge of well-known consultants in the field of audiology, and Columbia College is striving to raise the funds to transfer the series from video tape to 16mm film so that parents and professional groups throughout the state may benefit from this knowledge.

A close working relationship has existed for years between Columbia College, the Hearing and Speech Center in Columbia, and the State Department's Division of Exceptional Child Education; as a result of this program the college is now expanding its teacher education program to include the teaching of children with hearing disabilities. The film series will serve to stimulate interest in the activities of all three organizations, and will further serve as training material for in-service teachers and for college students planning careers in teaching.

Accomplishments to Date:

Established a strong working relationship with agencies and groups working in the field of audiology. To date the impact of the program has been minimal due to continued production delays at South Carolina Educational Television.

HEALTH EDUCATION WORKSHOP

Initiator: Mr. Oliver C. Dawson, Chairman
Department of Health and Physical Education
South Carolina State College
Orangeburg, South Carolina

Budgeted Federal Funds: $5,614.80 Budgeted Matching Funds: $3,371.58

Statement of Community Problem:

The dire need for improving basic hygiene, nutritional habits, and awareness of communicable and veneral diseases is evidenced by South Carolina's high infant mortality rate; its low proportion of physicians, dentists, and nurses; and its high proportion of non-accredited hospitals (27 of 83). The responsibility of developing satisfactory health, sanitation, nutritional, and safety habits in school-age children has fallen upon the public school teachers who often lack accurate information, instructional methods, motivational techniques, and the proper psychological atmosphere that must accompany the dissemination of health information.

Program Objectives:

1. To improve the quality of health education in the state's public school system by acquainting teachers, administrators, and public health workers with the personnel, organizations, and state agencies which provide relevant services, lectures, exhibits, demonstrations, materials, and consultations.

2. To formulate an instructional guide to aid in the dissemination of public health information.

Program Development:

Thirty-one participants enrolled in the health education in-service training workshop, June 8 - July 11, 1970, on the South Carolina State College campus. The workshop consisted of six hours of formal instruction per week, with South Carolina State College faculty and state health authorities serving as guest lecturers. Participants were also required to spend a minimum of five hours per week in individual research and committee work. An instructional guide compiled, edited, and prepared in book form by participants is being printed and distributed.

One week of the course was devoted to each of the following subjects: nutrition, venereal disease and social problems, alcohol and drugs, sanitation, and methods and materials.

The South Carolina State College Graduate School granted three hours of graduate credit to persons enrolled in its program, upon satisfactory completion of the workshop.

Accomplishments to Date:

Implemented workshop; alerted health education teachers to the latest instructional techniques and to health services available; helped to upgrade the quality of health education being taught in the state's public schools.

CONFERENCE ON THE DELIVERY OF OUTPATIENT CLINIC SERVICES

Initiator: Dr. Charles G. Oakes, Associate Professor and Chairman
Department of Sociology
Converse College
Spartanburg, South Carolina

Budgeted Federal Funds: $9,320.00 Budgeted Matching Funds: $4,824.00

Statement of Community Problem:

Outpatient services have to date served primarily those in the low income groups. As medical costs continue to rise and as private practitioners find it more difficult to provide service for all who wish it, the demand for outpatient service is increasingly being voiced by middle income families. At the present time few of the 56 accredited hospitals in South Carolina offer adequate outpatient services.

Program Objectives:

The major objective of the conference is to bring together hospital and public health administrators, physicians, nurses, and other paramedical personnel, to hear nationally-known authorities present papers on tested and proved programs designed to maximize the efficiency of existing outpatient clinic facilities and personnel. A secondary effort will be directed to probing the question: "Can communities presently without outpatient or extended care programs develop them by re-channeling existing resources, while at the same time not diminishing the effectiveness of those health services already in operation?"

Program Development:

Converse College, in collaboration with the South Carolina Hospital Association, hosted a conference entitled "Functional Elements of Outpatient Services" on its campus, August 11 - 12, 1970.

The program featured lectures by visiting consultants, panel discussions, and small group discussions. The keynote address was given by Lee Powers, M.D., Bowman Gray College of Medicine, on "The Philosophy and Development of Outpatient Programs," followed by Mary E. McColn, R.N., Duke University Hospital, "Outpatient Services: The Cinderella System"; Charles G. Oakes, Ph.D., Project Director, "Structural Supports for Outpatient Care"; and Joseph H. Lavoie, Miami's Mt. Sinai Hospital, "Extension of Outpatient Services Out Into the Community."

The published proceedings of the conference are being mailed to conferees and to others in the disciplines related to the delivery of health services. To the extent that they were available, relevant complimentary publications were distributed to the conferees when they registered for the conference.

Accomplishments to Date:

Provided participants with an idea of what other institutions are doing to provide maximum outpatient care; secured interest of three major publishers in using the conference proceedings as a vehicle for much expanded coverage of outpatient clinic service; led to the appointment of a Long-Range Planning Advisory Committee to explore ways of improving service, Toumey Hospital, Sumter; motivated to plan for or expand outpatient facilities numerous hospitals including Providence Hospital in Columbia; the Hospital Commission and Duke University Medical Center in Durham, N. C.; Laurens District Hospital, Laurens; Presbyterian Hospital, Charlotte, N. C.; and Loris Community Hospital, Loris.

U. S. OFFICE OF EDUCATION STAFF REVIEW

U. S. OFFICE OF EDUCATION
STAFF REVIEW OF STATE OPERATIONS
THE COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAM*
(TITLE I, HIGHER EDUCATION ACT OF 1965)
SPRING 1971

Introduction

We wish to report on our preliminary assessment of the national program of Community Service and Continuing Education in terms of the goals of the enabling legislation, Title I of the Higher Education Act of 1965:

- to assist in the solution of community problems.

- to strengthen the community service programs of colleges and universities.

These thrusts are reciprocal and mutually reinforcing processes. They are isolated from one another only for the purpose of measuring the impact of the program.

We analyzed Annual Program Reports from 51 states and Financial Statements for Fiscal Year 1970, state-wide evaluation documents, selected project reviews and a supplemental questionnaire to which 35 State Administrators responded.

The concept of "An Operational Year" is used to focus on state administrative activity and project performance. "An Operational Year" is any twelve-month period in which plans made, activities conducted, assessments completed and reports filed are viewed as constituting the State Operation. This time frame concept should provide a basis for future attempts to discover "what happened". In the past our view of the CSCE Program has been geared to fiscal year of funding - a limitation that has severely hampered efforts to assess program impact at the national level.

We recognize limitations to an "Operational Review" based on questionnaires and reporting forms. Unclear questions, inadequate instructions and late/no response are error-contributing factors.

State administrators were most cooperative in this effort. We are particularly grateful to those of you who responded to the supplementary questionnaire.

The Operational Year 1970

State Programs of Community Service and Continuing Education encompassed 1359 community - assisting projects in 51 states. Fifty-three percent of these were "in progress" and 13.5% were "planned" with implementation scheduled for the year ahead. A few projects at the planned state were approved for funding in Fiscal Year 1969.

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*by J. Eugene Welden, John E. Donahue, Elizabeth M. O'Toole, U. S. Office of Education, Bureau of Higher Education.

We note that some projects funded in 1966 and 1971 were still "in progress" on June 30, 1970.

Completed projects comprise 33.5% of project activity in this year. The term "completed" is synonymous with "end-of-grant" and used in this report (see attached Table for State-by-State comparison).

We dealt with the group of "completed" projects in terms of a set of critical factors and we now wish to share with you what we learned.

1. Project length or grant life was twice as long as anticipated at the time of approval. Anticipated length-10.9 months. Actual length-21 months.

However, State Agencies notified us of revisions in about one-third of the projects "completed" in 1970. The most common reasons for revisions are: faculty departures, availability of matching funds, recruitment problems and changes in project design.

New projects - 57.3% and continuing projects - 42.7%. A number of projects were in their fourth and fifth year.

2. Primary educational activity reflects institutional orientation to problem-solving as well as participant (community) expectations. The "course," the "conference" and the "one-day meeting" are the most often used format. There are some "comprehensive" programs.

3. Project initiation rests with university faculty, if our responses are accurate. Although critical, this area is difficult to assess at the national level. Where are the community groups, local governments and students?

4. Institutional resource use, aside from dollars and facilities, shows and increase in both faculty and student involvement. Faculty serve as project directors and/or instructors while students perform a variety of roles including clerical assistance. Financial resource use: Almost 80% of required matching funds were generated by the institutions for projects completed in 1970.

5. We could determine little about the contributions of cooperating community agencies. The major contribution appears to be in the recruitment of participants.

6. The continuing application of higher education and/or community resources becomes critical when we recognize the problems are rarely "solved" by a single dose of continuing education. Of the projects completed in '70, 55% will continue with Title I funding. You will recall that about half of the "completions" were in reality continuing projects. These data begin to dispel the notion of projectitis. Is there a trend toward State Program Development or is it project re-cycling?

We did not investigate inter-or-intra-institutional cooperation, exemplary projects, the role of advisory councils, or the circumstances surrounding cancelled projects. These important factors will be examined as we progress in both data collection and analysis.

State Administration There have been few changes in the designation of State Administrative Agencies during this period. Higher education authorities and State universities administer the program in forty-six states.

The turnover in personnel during the last year, however, has been unprecedented. Twenty states have changed administrators who are responsible for day-to-day operations.

Policies and Procedures For the operation of the Program. The legislation itself and accompanying Regulations provide the base for developing State plans, Annual Amendments, operating policies and procedures for implementing policy. There documents have been supplemented by Program Memoranda from the CSCE Branch over the past five years.

Guidelines for institutional participation or proposal preparation have been issued by all but five states. Some guidelines are included in original State Plans and remain relatively unchanged. Guidelines issued by the states range from a one-page "Criteria for Project Approval" to thirty page documents which are revised annually. There is probably no ideal time span between notifications of priority institutions and the deadline for submission of proposals.

Problems and Priorities for the development of State Programs are characterized as static. Annual Amendments have settled into a comfortable pattern, a pattern of adopting global areas of concern and attaching labels such as "Community Development" and "Human Resource Development". These statements provide scant basis for the development of institutional projects as long range programs.

Financing the Program is a constant challenge to the States and the administering agencies. Thirty-three states needed 8 million additional Federal dollars to fund 392 proposals that were directed to priority areas, eligible and well-prepared plans for educational action.

There has been a decline in the overall number of proposals. The States have not been able to fund more than one-half of the qualified proposals in its five year history. Institutions are discouraged by non-approvals after a number of attempts. In addition, institutions provide the matching funds for projects.

Institutions in 14 states must also contribute to matching funds for state administrative purposes. (Five states provided no funds for administration).

In projects that were continued after Title I funding had ceased, the sources of support were more varied than at the time of initiation. Private support was significantly greater.

Both the states and the institutions do a good job of managing the Federal dollars they receive.

Evaluation of the Program in a formal way, on a state-wide basis has been accomplished in relatively few States. Such evaluative studies as are available vary in procedures used and in depth of analysis. Evaluative activities have focused on institutional projects rather than on the overall State Program.

Reporting requirements differ in format and frequency. Three states require monthly reports. That seems excessive. Four do not ask for an end of project report. That could be considered irresponsible. Pennsylvania employs what seems to be a reasonable method. The State Agency asks for a mid point report on projects funded for eight months or more and final report.

In the review of projects, State Administrators rely on a series of project reports and on a variety of project visitation - observation schemes.

Two states, reported that all operating projects were visited during the year and one state indicated no site visits.

The preparation and review of reports is a time consuming activity at all levels - project, state and national. Such reporting schemes should contribute to well-defined planning and evaluation goals at both the state and national levels.

The evaluation of a State Program involves more than evaluating a series of individual projects. It involves an assessment of how well the projects have coordinated toward the priority problems set forth in State Plans, and many other factors which cannot be derived from the evaluation of individual projects.

Conclusions

State administered programs of Community Service and Continuing Education have made commendable progress toward the reciprocal goals of assisting in the solution of community problems and strengthening the community service capability of colleges and universities. In 1965 such activities were the exclusive province of some 150 land grant colleges, state universities, and a few large private institutions. By 1970, more than 700 colleges and universities were involved in the national program of community services.

Title I involvement has in some measure generated new money for institutional use. In a few cases the new money has been provided by state government directly or through increased appropriations to public universities.

In addition, institutional structures for community services have been established.

The development of new courses of study and new curricular arrangements provide further evidence of program impact on institutions of higher education.

An undetermined number of new faculty positions have been added.

There is a discernible shift in college-community relations. The general pattern of relationships between institutions and community residents or agencies is that of "Educator-Client" but this relationship is changing to that of "Partners in Problem-Solving" as innovative programs of community education are planned and conducted.

While the number of schools participating has mushroomed, private institutions remain a minority. The "private institution" has greater difficulty providing funds to match Federal dollars than does the "public institutions."

Many colleges and universities are now better able to play a vital role in assisting volunteer and professional organizations, state and local governments, and groups of concerned citizens to apply new knowledge and skills to the problems of their communities. In the words of one State Administrator, Title I has not yet produced a garden but it has provided a sack full of seeds.

In our complex urban-industrial society few, if any, pervasive community problems may be solved at a one-stop service station. Problem solving is a process, a set of activities that must involve individuals, agencies and institutions in continuing assessment-action-reassessment-new action. Data from the several sources employed in this review reveal that a substantial number of community agencies have been strengthened. Some have better trained staff members. The structures of others have been re-defined. New techniques are being employed in the delivery of services to the community.

New relationships between "official" communities and citizen groups now exist and others are being developed. There is good evidence that communication gaps are being closed in a number of communities.

There have been successes and failures in each State's project activity. There must be a real community need and it must be recognized as such by some organized group or at least by the group's leadership. Responsibility for unsuccessful programs was largely attributed to university faculty "who planned in a vacuum."

In summary, community problem solving processes function best when colleges and community agencies have shared goals, clear communications and take joint responsibility for identifying needs, assessing results and planning for further educational activity.

The theory of "the New Federalism" institutionalizes the concept of State determination and administration. The goal is to initiate a partnership between the various levels of government thus bringing decision points closer to the people. Within this framework, the strengths and weaknesses of State agencies may be viewed.

State Agencies for Community Service and Continuing Education have served well in a tactical operations role in the first five years of the Program. Each State Agency has greater knowledge about and understanding of community problems. These agencies have developed patterns of relationships with institutions of higher education that would be difficult to duplicate at any other political level. While there are some trouble spots, in most States a valuable partnership has emerged.

The State Agencies, within the limits of available resources, have done well in monitoring and reporting their projects. However, to carry out the task of program planning and review improved resources are needed for state administration. Increased funding would enable the states to hire a full time staff, or its equivalent, to administer Title I.

The ability to coordinate related Federal programs within a state resides in a state level agency and there is some evidence that such coordination is taking place. The development of a State Program of Community Service and Continuing Education should head the list of goals to be achieved.

Federal support must be more than monetary if maximum program effectiveness is to be achieved. Improved Federal coordination is also a requirement if national needs and priorities are to be met.

The role of the Office of Education should be expanded to provide increased technical assistance in such areas as comprehensive planning and in-service training. In addition national guidelines should be refined and an operational model for state-wide evaluation should be developed.

In summary, the majority of currently operating state agencies are performing well and if provided with additional resources, including qualified personnel, could assume a strategic role of developing and coordinating state-wide Programs of University Community Service.

TABLE A

INSTITUTIONAL PARTICIPATION

To be eligible to participate in Title I programs, an institution must offer a two or four year accredited educational program leading toward a degree and must comply with Title IV of the Civil Rights Act of 1964.

A college or university is required to verify its ability to provide matching funds and must guarantee that any grant received will supplement -- not supplant -- its own expenditures for community service. In addition to documenting previously demonstrated capability or present potential for providing effective community services through continuing education, an institution must show that the planned service will not duplicate any other available to the community.

A Title I grant can neither be used by a school or department of divinity nor relate to worship or sectarian instruction.

During the period June 1966 through June 1970, eleven eligible institutions were awarded Title I grants. An additional nine institutions have shown interest in Title I by requesting assistance in developing community service programs, participating as cooperating institutions, and nominating faculty members as liaisons between the college and the Title I office. The difficulty faced by the small two and four year institution in developing the required matching monies has tended to keep the number of institutions submitting proposals at a level much below the actual interest level.

I. STATE UNIVERSITY AND LAND GRANT COLLEGE			FEDERAL FUNDS RECEIVED
CLEMSON UNIVERSITY	Proposals Submitted:	1	
	Proposals Funded:	1	$ 16,430
UNIVERSITY OF SOUTH CAROLINA	Proposals Submitted:	38	
	Proposals Funded:	26	473,670
II. PUBLIC FOUR-YEAR COLLEGES			
SOUTH CAROLINA STATE COLLEGE	Proposals Submitted:	1	
	Proposals Funded:	1	5,614
WINTHROP COLLEGE	Proposals Submitted:	5	
	Proposals Funded:	5	75,523
III. PRIVATE FOUR-YEAR COLLEGES			
BENEDICT COLLEGE	Proposals Submitted:	2	
	Proposals Funded:	2	17,200
COKER COLLEGE	Proposals Submitted:	1	
	Proposals Funded:	1	7,327

COLLEGE OF CHARLESTON *	Proposals Submitted:	1	
	Proposals Funded:	1	*Private at funding; now public
			$ 3,087
COLUMBIA COLLEGE	Proposals Submitted:	5	
	Proposals Funded:	4	68,851
CONVERSE COLLEGE	Proposals Submitted:	3	
	Proposals Funded:	2	19,410
FURMAN UNIVERSITY	Proposals Submitted:	3	
	Proposals Funded:	2	16,835
VOORHEES COLLEGE	Proposals Submitted:	1	
	Proposals Funded:	1	4,412

IV. TWO-YEAR PUBLIC INSTITUTIONS

GREENVILLE TEC	Proposals Submitted:	1	
	Proposals Funded:	0	-----
			$708,359

TABLE B - FY 1966 - FY 1970

RELATIONSHIP OF FUNDS REQUESTED TO FUNDS RECEIVED

I. STATE UNIVERSITY AND LAND GRANT COLLEGE

Fed. $ Requested	Fed. $ Received	% of Total Request	Proposals Submitted	Proposals Funded	% of Total Submissions
$788,657.51	$490,000.51	62.00%	39	27	69.23%

II. PUBLIC FOUR-YEAR COLLEGES

Fed. $ Requested	Fed. $ Received	% of Total Request	Proposals Submitted	Proposals Funded	% of Total Submissions
$ 81,137.80	$ 81,137.80	100.00%	6	6	100.00%

III. PRIVATE FOUR-YEAR COLLEGES

Fed. $ Requested	Fed. $ Received	% of Total Request	Proposals Submitted	Proposals Funded	% of Total Submissions
$189,487.50	$137,122.50	72.36%	16	13	81.25%

IV. TWO YEAR INSTITUTIONS

Fed. $ Requested	Fed. $ Received	% of Total Request	Proposals Submitted	Proposals Funded	% of Total Submissions
$ 6,650.00	NONE	NONE	1	0	NONE

TABLE C

ALLOCATION OF FUNDS BY INSTITUTION

I. STATE UNIVERSITY AND LAND GRANT COLLEGE

CLEMSON UNIVERSITY			1970			
	Environmental Quality					
	TOTAL:	$ 26,060.00	MATCHING:	$ 9,630.00	FEDERAL:	$ 16,430.00
1970 SUBTOTAL:		$ 26,060.00	MATCHING:	$ 9,630.00	FEDERAL:	$ 16,430.00
CLEMSON UNIVERSITY	TOTAL:	$ 26,060.00	MATCHING:	$ 9,630.00	FEDERAL:	$ 16,430.00
UNIVERSITY OF SOUTH CAROLINA			1966			
	Education					
	TOTAL:	$ 28,518.00	MATCHING:	$ 7,129.00	FEDERAL:	$ 21,389.00
	Poverty					
	TOTAL:	$ 20,266.00	MATCHING:	$ 5,066.00	FEDERAL:	$ 15,200.00
	Poverty					
	TOTAL:	$ 5,174.00	MATCHING:	$ 1,288.00	FEDERAL:	$ 3,886.00
	Community Development					
	TOTAL:	$110,346.00	MATCHING:	$ 35,454.00	FEDERAL:	$ 73,892.00
	Recreation					
	TOTAL:	$ 37,620.00	MATCHING:	$ 11,300.00	FEDERAL:	$ 26,320.00
1966 SUBTOTAL:		$201,924.00	MATCHING:	$ 61,237.00	FEDERAL:	$140,687.00
			1967			
	Housing					
	TOTAL:	$ 14,720.00	MATCHING:	$ 4,204.00	FEDERAL:	$ 10,516.00
	Community Development					
	TOTAL:	$ 57,225.00	MATCHING:	$ 16,437.00	FEDERAL:	$ 40,788.00
	Health					
	TOTAL:	$ 8,757.00	MATCHING:	$ 2,247.00	FEDERAL:	$ 6,510.00
1967 SUBTOTAL:		$ 80,702.00	MATCHING:	$ 22,888.00	FEDERAL:	$ 57,814.00
			1968			
	Youth Opportunity					
	TOTAL:	$156,803.00	MATCHING:	$ 88,799.00	FEDERAL:	$ 68,004.00
	Poverty					
	TOTAL:	$ 33,670.00	MATCHING:	$ 18,670.00	FEDERAL:	$ 15,000.00

Community Development
TOTAL: $ 38,066.00 MATCHING: $ 19,033.00 FEDERAL: $ 19,033.00

Health
TOTAL: $ 10,016.00 MATCHING: $ 5,008.00 FEDERAL: $ 5,008.00

1968 SUBTOTAL: $238,555.00 MATCHING: $131,510.00 FEDERAL: $107,045.00

1969

Youth Opportunity
TOTAL: $ 49,200.00 MATCHING: $ 16,200.00 FEDERAL: $ 33,000.00

Employment
TOTAL: $ 15,589.00 MATCHING: $ 5,189.00 FEDERAL: $ 10,400.00

Community Development
TOTAL: $ 15,862.00 MATCHING: $ 6,494.00 FEDERAL: $ 9,368.00

Government
TOTAL: $ 50,370.00 MATCHING: $ 21,370.00 FEDERAL: $ 29,000.00

Health
TOTAL: $ 9,535.00 MATCHING: $ 3,670.00 FEDERAL: $ 5,865.00

1969 SUBTOTAL: $140,556.00 MATCHING: $ 52,923.00 FEDERAL: $ 87,633.00

1970

Youth Opportunity
TOTAL: $ 3,186.00 MATCHING: $ 1,281.00 FEDERAL: $ 1,905.00

Education
TOTAL: $ 6,820.00 MATCHING: $ 3,005.00 FEDERAL: $ 3,815.00

Education
TOTAL: $ 3,825.00 MATCHING: $ 1,575.00 FEDERAL: $ 2,250.00

Poverty
TOTAL: $ 5,550.00 MATCHING: $ 1,800.00 FEDERAL: $ 3,750.00

Employment
TOTAL: $ 13,432.00 MATCHING: $ 4,672.00 FEDERAL: $ 8,760.00

Employment
TOTAL: $ 20,616.51 MATCHING: $ 6,944.00 FEDERAL: $ 13,672.51

Government
TOTAL: $ 53,745.00 MATCHING: $ 20,195.00 FEDERAL: $ 33,550.00

Government
TOTAL: $ 8,152.00 MATCHING: $ 2,809.00 FEDERAL: $ 5,343.00

Recreation
TOTAL: $ 16,867.00 MATCHING: $ 9,421.00 FEDERAL: $ 7,446.00

1970 SUBTOTAL: $132,193.51 MATCHING: $ 51,702.00 FEDERAL: $ 80,491.51

UNIVERSITY OF SOUTH CAROLINA TOTAL: $793,930.51 MATCHING: $320,350.00 FEDERAL: $473,670.51

STATE UNIVERSITY AND LAND GRANT COLLEGE

TOTAL: $819,990.51 MATCHING: $329,980.00 FEDERAL: $490,000.51

III. PRIVATE FOUR-YEAR COLLEGES

BENEDICT COLLEGE			1966			
	Youth Opportunity					
	TOTAL:	$ 11,566.00	MATCHING:	$ 3,150.00	FEDERAL:	$ 8,416.00
1966 SUBTOTAL:		$ 11,566.00	MATCHING:	$ 3,150.00	FEDERAL:	$ 8,416.00
			1967			
	Youth Opportunity					
	TOTAL:	$ 11,784.00	MATCHING:	$ 3,000.00	FEDERAL:	$ 8,784.00
1967 SUBTOTAL:		$ 11,784.00	MATCHING:	$ 3,000.00	FEDERAL:	$ 8,784.00
BENEDICT COLLEGE	TOTAL:	$ 23,350.00	MATCHING:	$ 6,150.00	FEDERAL:	$ 17,200.00
COKER COLLEGE			1967			
	Community Development					
	TOTAL:	$ 9,827.00	MATCHING:	$ 2,500.00	FEDERAL:	$ 7,327.00
1967 SUBTOTAL:		$ 9,827.00	MATCHING:	$ 2,500.00	FEDERAL:	$ 7,327.00
COKER COLLEGE	TOTAL:	$ 9,827.00	MATCHING:	$ 2,500.00	FEDERAL:	$ 7,327.00
COLLEGE OF CHARLESTON *			1970			
*private at funding, now public	Education					
	TOTAL:	$ 5,984.24	MATCHING:	$ 2,896.74	FEDERAL:	$ 3,087.50
1970 SUBTOTAL:		$ 5,984.24	MATCHING:	$ 2,896.74	FEDERAL:	$ 3,087.50
COLLEGE OF CHARLESTON *	TOTAL:	$ 5,984.24	MATCHING:	$ 2,896.74	FEDERAL:	$ 3,087.50
COLUMBIA COLLEGE			1967			
	Health					
	TOTAL:	$ 41,216.00	MATCHING:	$ 11,432.00	FEDERAL:	$ 29,784.00
1967 SUBTOTAL:		$ 41,216.00	MATCHING:	$ 11,432.00	FEDERAL:	$ 29,784.00

			1969			
	Health					
	TOTAL:	$ 26,844.00	MATCHING:	$ 12,044.00	FEDERAL:	$ 14,800.00
1969 SUBTOTAL:		$ 26,844.00	MATCHING:	$ 12,044.00	FEDERAL:	$ 14,800.00
			1970			
	Youth Opportunity					
	TOTAL:	$ 13,954.00	MATCHING:	$ 4,690.00	FEDERAL:	$ 9,264.00
	Health					
	TOTAL:	$ 27,647.00	MATCHING:	$ 12,644.00	FEDERAL:	$ 15,003.00
1970 SUBTOTAL:		$ 41,601.00	MATCHING:	$ 17,334.00	FEDERAL:	$ 27,647.00
COLUMBIA COLLEGE	TOTAL:	$109,661.00	MATCHING:	$ 40,810.00	FEDERAL:	$ 68,851.00
CONVERSE COLLEGE			1967			
	Health					
	TOTAL:	$ 13,335.00	MATCHING:	$ 3,395.00	FEDERAL:	$ 9,940.00
1967 SUBTOTAL:		$ 13,335.00	MATCHING:	$ 3,395.00	FEDERAL:	$ 9,940.00
			1970			
	Health					
	TOTAL:	$ 14,294.00	MATCHING:	$ 4,824.00	FEDERAL:	$ 9,470.00
1970 SUBTOTAL:		$ 14,294.00	MATCHING:	$ 4,824.00	FEDERAL:	$ 9,470.00
CONVERSE COLLEGE	TOTAL:	$ 27,629.00	MATCHING:	$ 8,219.00	FEDERAL:	$ 19,410.00
FURMAN UNIVERSITY			1966			
	Youth Opportunity					
	TOTAL:	$ 11,179.00	MATCHING:	$ 2,795.00	FEDERAL:	$ 8,384.00
1966 SUBTOTAL:		$ 11,179.00	MATCHING:	$ 2,795.00	FEDERAL:	$ 8,384.00
			1967			
	Community Development					
	TOTAL:	$ 11,338.00	MATCHING:	$ 2,887.00	FEDERAL:	$ 8,451.00
1967 SUBTOTAL:		$ 11,338.00	MATCHING:	$ 2,887.00	FEDERAL:	$ 8,451.00
FURMAN UNIVERSITY	TOTAL:	$ 22,517.00	MATCHING:	$ 5,682.00	FEDERAL:	$ 16,835.00

II. PUBLIC FOUR-YEAR COLLEGES

SOUTH CAROLINA STATE COLLEGE			1970			
	Health TOTAL:	$ 8,986.38	MATCHING:	$ 3,371.58	FEDERAL:	$ 5,614.80
1970 SUBTOTAL:		$ 8,986.38	MATCHING:	$ 3,371.58	FEDERAL:	$ 5,614.80
SOUTH CAROLINA STATE COLLEGE	TOTAL:	$ 8,986.38	MATCHING:	$ 3,371.58	FEDERAL:	$ 5,614.80
WINTHROP COLLEGE			1967			
	Education TOTAL:	$ 24,946.00	MATCHING:	$ 6,351.00	FEDERAL:	$ 18,595.00
1967 SUBTOTAL:		$ 24,946.00	MATCHING:	$ 6,351.00	FEDERAL:	$ 18,595.00
			1968			
	Education TOTAL:	$ 57,452.00	MATCHING:	$ 29,102.00	FEDERAL:	$ 28,350.00
1968 SUBTOTAL:		$ 57,452.00	MATCHING:	$ 29,102.00	FEDERAL:	$ 28,350.00
			1969			
	Education TOTAL:	$ 24,269.00	MATCHING:	$ 11,955.00	FEDERAL:	$ 12,314.00
	Education TOTAL:	$ 14,974.00	MATCHING:	$ 5,950.00	FEDERAL:	$ 9,024.00
	Employment TOTAL:	$ 21,469.00	MATCHING:	$ 14,229.00	FEDERAL:	$ 7,240.00
1969 SUBTOTAL:		$ 60,712.00	MATCHING:	$ 32,134.00	FEDERAL:	$ 28,578.00
WINTHROP COLLEGE	TOTAL:	$143,110.00	MATCHING:	$ 67,587.00	FEDERAL:	$ 75,523.00
PUBLIC FOUR-YEAR COLLEGES						
	TOTAL:	$152,096.38	MATCHING:	$ 70,958.58	FEDERAL:	$ 81,137.80

VOORHEES COLLEGE			1968				
	Health TOTAL:	$ 8,832.00	MATCHING:	$ 4,420.00	FEDERAL:	$ 4,412.00	
1968 SUBTOTAL:		$ 8,832.00	MATCHING:	$ 4,420.00	FEDERAL:	$ 4,412.00	
VOORHEES COLLEGE	TOTAL:	$ 8,832.00	MATCHING:	$ 4,420.00	FEDERAL:	$ 4,412.00	
PRIVATE FOUR-YEAR COLLEGES							
	TOTAL:	$207,800.24	MATCHING:	$ 70,587.74	FEDERAL:	$137,122.50	
ALL COLLEGES TOTAL:		$1,179,887.13	MATCHING:	$471,526.32	FEDERAL:	$708,360.81	

TABLE D

ALLOCATION OF FUNDS BY PROBLEM AREAS

1966

YOUTH OPPORTUNITIES

Collegiate Education Service Corps
Furman University
TOTAL: $ 11,179.00 MATCHING: $ 2,795.00 FEDERAL: $ 8,384.00

Program to Relieve the Critical Shortage of Recreational Leaders In Deprived Areas
Department of Physical Education, Benedict College
TOTAL: $ 11,566.00 MATCHING: $ 3,150.00 FEDERAL: $ 8,416.00

1967

A Summer Program to Utilize Recreation Leaders Trained in Benedict Workshop to Relieve the Critical Shortage of Recreational Leaders For Structured After-School Programs in Deprived Areas
Department of Physical Education, Benedict College
TOTAL: $ 11,784.00 MATCHING: $ 3,000.00 FEDERAL: $ 8,784.00

1968

Vocational Guidance for Non-College Bound Youth Through Educational Television
School of Education, University of South Carolina
TOTAL: $156,803.00 MATCHING: $ 88,799.00 FEDERAL: $ 68,004.00

1969

Vocational Guidance for Non-College Bound Youth Through Educational Television
School of Education, University of South Carolina
TOTAL: $ 49,200.00 MATCHING: $ 16,200.00 FEDERAL: $ 33,000.00

1970

Operation Techniques
Volunteer Services, University of South Carolina
TOTAL: $ 3,186.00 MATCHING: $ 1,281.00 FEDERAL: $ 1,905.00

Juvenile Delinquency: Its Prevention
Department of Sociology, Columbia College
TOTAL: $ 13,954.00 MATCHING: $ 4,690.00 FEDERAL: $ 9,264.00

YOUTH OPPORTUNITIES TOTAL: $257,672.00 MATCHING: $119,915.00 FEDERAL: $137,757.00

1966

EDUCATION

Childhood Development Orientation
College of General Studies, University of South Carolina
TOTAL: $ 28,518.00 MATCHING: $ 7,129.00 FEDERAL: $ 21,389.00

1967

Action Program to Promote Quality Pre-School Education for Communities in South Carolina
School of Home Economics, Winthrop College
TOTAL: $ 24,946.00 MATCHING: $ 6,351.00 FEDERAL: $ 18,595.00

1968

Promotion of Quality Pre-School Education by Production of Audio-Visual Materials for Use in South Carolina Communities
School of Home Economics, Winthrop College
TOTAL: $ 57,452.00 MATCHING: $ 29,102.00 FEDERAL: $ 28,350.00

1969

Promotion of Quality Pre-School Education by Production of Audio-Visual Materials for Use in South Carolina Communities
School of Home Economics, Winthrop College
TOTAL: $ 24,269.00 MATCHING: $ 11,955.00 FEDERAL: $ 12,314.00

Promotion of Quality Pre-School Education in South Carolina Communities
School of Home Economics, Winthrop College
TOTAL: $ 14,974.00 MATCHING: $ 5,950.00 FEDERAL: $ 9,024.00

1970

Life Enrishment Program
College of General Studies, University of South Carolina
TOTAL: $ 6,820.00 MATCHING: $ 3,005.00 FEDERAL: $ 3,815.00

Workshop for School Board Members
Department of Education, College of Charleston
TOTAL: $ 5,984.24 MATCHING: $ 2,896.74 FEDERAL: $ 3,087.50

Proposal for a Pilot Project to Design a Model Adult Basic Education Center for South Carolina
College of General Studies, University of South Carolina
TOTAL: $ 3,825.00 MATCHING: $ 1,575.00 FEDERAL: $ 2,250.00

EDUCATION TOTAL: $166,788.24 MATCHING: $ 67,963.74 FEDERAL: $ 98,824.50

1966

POVERTY

Community Leadership Development -- The Mall
College of General Studies, University of South Carolina
TOTAL: $ 5,174.00 MATCHING: $ 1,288.00 FEDERAL: $ 3,886.00

Training Program for Workers with the Disadvantaged
College of General Studies, University of South Carolina
TOTAL: $ 20,266.00 MATCHING: $ 5,066.00 FEDERAL: $ 15,200.00

1968

Development of a Demonstration and Education Program on Nutritional Health Improvement for Pre-School Children of Low Income Families in Beaufort County, South Carolina
School of Pharmacy, University of South Carolina
TOTAL: $ 33,670.00 MATCHING: $ 18,670.00 FEDERAL: $ 15,000.00

1970

Production of the Teaching Film What You Eat You Are
School of Pharmacy, University of South Carolina
TOTAL: $ 5,550.00 MATCHING: $ 1,800.00 FEDERAL: $ 3,750.00

POVERTY TOTAL: $ 64,660.00 MATCHING: $ 26,824.00 FEDERAL: $ 37,836.00

1969

EMPLOYMENT

Project Speed-Up
College of General Studies, University of South Carolina
TOTAL: $ 15,589.00 MATCHING: $ 5,189.00 FEDERAL: $ 10,400.00

Womanpower: Employment Potential
School of Home Economics, Winthrop College
TOTAL: $ 21,469.00 MATCHING: $ 14,229.00 FEDERAL: $ 7,240.00

1970

Interpretation and Implementation of Physical Education and Recreation Programs for the Handicapped
Department of Physical Education, University of South Carolina
TOTAL: $ 13,432.00 MATCHING: $ 4,672.00 FEDERAL: $ 8,760.00

Project Speed-Up
College of General Studies, University of South Carolina
TOTAL: $ 20,616.51 MATCHING: $ 6,944.00 FEDERAL: $ 13,672.51

EMPLOYMENT TOTAL: $ 71,106.51 MATCHING: $ 31,034.00 FEDERAL: $ 40,072.51

	1967	
HOUSING	Program to Provide Assistance to Towns to Secure Low Rent Housing College of General Studies, University of South Carolina TOTAL: $ 14,720.00 MATCHING: $ 4,204.00 FEDERAL: $ 10,516.00	
HOUSING	TOTAL: $ 14,720.00 MATCHING: $ 4,204.00 FEDERAL: $ 10,516.00	
	1966	
COMMUNITY DEVELOPMENT	Community Service Seminar Series on Greater Columbia Neighborhoods (Redirected to: Community Service Seminar Series for Assisting Marginal Businesses) School of Business Administration, University of South Carolina TOTAL: $110,346.00 MATCHING: $ 36,454.00 FEDERAL: $ 73,892.00	
	1967	
	Seminar Program for Leadership Training and Adult Education for Community Action Furman University TOTAL: $ 11,338.00 MATCHING: $ 2,887.00 FEDERAL: $ 8,451.00	
	A Community Problems Research Forum Bureau of Urban and Regional Affairs, University of South Carolina TOTAL: $ 57,225.00, MATCHING: $ 16,437.00 FEDERAL: $ 40,788.00	
	An Action Program Designed to Identify Community Problems Affecting Education in the Hartsville Area Schools and to Design Programs to Attack These Problems Coker College TOTAL: $ 9,827.00 MATCHING: $ 2,500.00 FEDERAL: $ 7,327.00	
	1968	
	Education for the Urban Specialist: Understanding the City Bureau of Urban and Regional Affairs, University of South Carolina TOTAL: $ 38,066.00 MATCHING: $ 19,033.00 FEDERAL: $ 19,033.00	
	1969	
	A Central City Seminar Series Bureau of Urban and Regional Affairs, University of South Carolina TOTAL: $ 15,862.00 MATCHING: $ 6,494.00 FEDERAL: $ 9,368.00	
COMMUNITY DEVELOPMENT	TOTAL: $242,664.00 MATCHING: $ 83,805.00 FEDERAL: $158,859.00	

	1969	
GOVERNMENT	Training Program for South Carolina Governmental Employees Bureau of Governmental Research, University of South Carolina TOTAL: $ 50,370.00 MATCHING: $ 21,370.00 FEDERAL: $ 29,000.00	
	1970	
	Training Program for South Carolina Governmental Employees Bureau of Governmental Research, University of South Carolina TOTAL: $ 53,745.00 MATCHING: $ 20,195.00 FEDERAL: $ 33,550.00	
	Institute for the Public Defense of Indigent Criminals Law School, University of South Carolina TOTAL: $ 8,152.00 MATCHING: $ 2,809.00 FEDERAL: $ 5,343.00	
GOVERNMENT	TOTAL: $112,267.00 MATCHING: $ 44,374.00 FEDERAL: $ 67,893.00	
	1970	
ENVIRONMENTAL QUALITY	Environmental Control Workshop for Municipal and County Officials College of Engineering, Clemson University TOTAL: $ 26,060.00 MATCHING: $ 9,630.00 FEDERAL: $ 16,430.00	
ENVIRONMENTAL QUALITY	TOTAL: $ 26,060.00 MATCHING: $ 9,630.00 FEDERAL: $ 16,430.00	
	1966	
RECREATION	Comprehensive Survey of Recreational Needs, Local Resources and Additional Requirements of the State Department of Physical Education, University of South Carolina TOTAL: $ 37,620.00 MATCHING: $ 11,300.00 FEDERAL: $ 26,320.00	
	1970	
	A Program to Train Sub-Professional Recreation Personnel to Assist State Correctional Institutions in the Rehabilitation of Inmates Department of Physical Education, University of South Carolina TOTAL: $ 16,867.00 MATCHING: $ 9,421.00 FEDERAL: $ 7,446.00	
RECREATION	TOTAL: $ 54,487.00 MATCHING: $ 20,721.00 FEDERAL: $ 33,766.00	

HEALTH

1967

A Program to Provide Adults with Vital Health Information Concerning Heart Disease, Its Causes and Methods of Reducing Risk Factors
Department of Physical Education, University of South Carolina
TOTAL: $ 8,757.00 MATCHING: $ 2,247.00 FEDERAL: $ 6,510.00

Dissemination of Information on Mental Retardation
Special Education, Columbia College
TOTAL: $ 41,216.00 MATCHING: $ 11,432.00 FEDERAL: $ 29,784.00

Adult Development and Aging
Department of Sociology, Converse College
TOTAL: $ 13,335.00 MATCHING: $ 3,395.00 FEDERAL: $ 9,940.00

1968

A Program to Provide Information Relevant to Constructive Programs of Recreation and Physical Activity for South Carolina's Atypical Population
Department of Physical Education, University of South Carolina
TOTAL: $ 10,016.00 MATCHING: $ 5,008.00 FEDERAL: $ 5,008.00

A Program Designed to Increase Personal Health Knowledge and to Focus Attention Upon Community Health Problems in Areas with Significant Pockets of Poverty
Department of Health and Physical Education, Voorhees College
TOTAL: $ 8,832.00 MATCHING: $ 4,420.00 FEDERAL: $ 4,412.00

1969

Team Approach in Community Programming for Physical Education and Recreation for the Atypical Child
Department of Physical Education, University of South Carolina
TOTAL: $ 9,535.00 MATCHING: $ 3,670.00 FEDERAL: $ 5,865.00

Hearing Loss and Early Identification
Special Education, Columbia College
TOTAL: $ 26,844.00 MATCHING: $ 12,044.00 FEDERAL: $ 14,800.00

1970

Health Education Workshop
Department of Health and Physical Education, South Carolina State College
TOTAL: $ 8,986.38 MATCHING: $ 3,371.58 FEDERAL: $ 5,614.80

Hearing Loss and Early Identification
Special Education, Columbia College
TOTAL: $ 27,647.00 MATCHING: $ 12,644.00 FEDERAL: $ 15,003.00

Conference on the Delivery of Outpatient Clinic Services
Department of Sociology, Converse College
TOTAL: $ 14,294.00 MATCHING: $ 4,824.00 FEDERAL: $ 9,470.00

HEALTH TOTAL: $169,462.38 MATCHING: $ 63,055.58 FEDERAL: $106,406.80

GRAND TOTAL $1,179,887.13 MATCHING: $471,526.32 FEDERAL: $708,360.81

TABLE F

OPERATING COSTS OF THE STATE AGENCY

Fiscal Year 1966

Item	Federal Funds	Non-Federal	Total
Personal Services	$ 1,817.00	$ -	$ 1,817.00
Employee Benefits	-	-	-
Consultant Fees	-	-	-
Travel	345.45	-	345.45
Committees, Workshops, and Conferences	-	-	-
Rental of Space	-	-	-
Equipment Purchases	-	-	-
Equipment Rental	-	-	-
Printing and Supplies	-	-	-
Communications	-	-	-
Other Overhead 35.41% of $1,817.00 (Specify)	643.39	-	643.39
TOTALS:	$ 2,805.84	$ -0-	$ 2,805.84

Fiscal Year 1967

Item	Federal Funds	Non-Federal	Total
Personal Services	$16,351.45	$ 1,885.00	$18,236.45
Employee Benefits	-	-	-
Consultant Fees	-	-	-
Travel	696.74	-	696.74
Committees, Workshops, and Conferences	-	-	-
Rental of Space	-	900.00	900.00
Equipment Purchases	994.57	-	994.57
Equipment Rental	-	-	-
Printing and Supplies	2,594.90	-	2,594.90
Communications	275.86	-	275.86
Other Contractural Services (Specify)	654.27	-	654.27
TOTALS:	$21,575.00	$ 2,785.00	$24,360.00

Fiscal Year 1968

Item	Federal Funds	Non-Federal	Total
Personal Services	$20,619.88	$ 1,800.00	$22,419.88
Employee Benefits	-	-	-
Consultant Fees	175.50	-	175.50
Travel	717.51	-	717.51
Committees, Workshops, and Conferences	13.00	-	13.00
Rental of Space	-	900.00	900.00
Equipment Purchases	-	-	-
Equipment Rental	-	-	-
Printing and Supplies	404.11	500.00	904.11
Communications	404.51	-	404.51
Other Keypunch & survey questionnaires (Specify)	127.95	-	127.95
TOTALS:	$22,462.46	$ 3,200.00	$25,662.46

Fiscal Year 1969

Item	Federal Funds	Non-Federal	Total
Personal Services	$22,002.40	$ 1,800.00	$23,802.40
Employee Benefits	-	-	-
Consultant Fees	-	-	-
Travel	870.49	-	870.49
Committees, Workshops, and Conferences	-	-	-
Rental of Space	-	1,000.00	1,000.00
Equipment Purchases	-	-	-
Equipment Rental	-	-	-
Printing and Supplies	1,123.08	-	1,123.08
Communications	938.40	-	938.40
Other Contractual Services (Specify)	65.63	-	65.63
TOTALS:	$25,000.00	$ 2,800.00	$27,800.00

Fiscal Year 1970

Item	Federal Funds	Non-Federal	Total
Personal Services	$13,017.98	$ 1,800.00	$14,817.98
Employee Benefits	-	-	-
Consultant Fees	400.00	-	400.00
Travel	1,879.45	-	1,879.45
Committees, Workshops, and Conferences	-	-	-
Rental of Space	-	900.00	900.00
Equipment Purchases	-	-	-
Equipment Rental	-	-	-
Printing and Supplies	979.80	-	979.80
Communications	975.96	-	975.96
Other _____ (Specify)	-	-	-
TOTALS:	$17,253.19	$ 2,700.00	$19,953.19

TABLE F

ALLOCATION OF FUNDS FOR FISCAL YEAR 1971

YOUTH OPPORTUNITIES

71 - 015 - 006
"Mobile Guidance Service to Serve Low-Income Students of Orangeburg County"
DIRECTOR: Dr. Douglass Tate, Director
Counseling and Testing
South Carolina State College
Orangeburg, South Carolina
TOTAL: $ 49,793.00 MATCHING: $ 19,667.00 FEDERAL: $ 30,126.00

71 - 016 - 007
"Innovative Approaches to Child Guidance and Parent Consultation"
DIRECTOR: Dr. Francis X. Walton
Counseling Bureau
University of South Carolina
Columbia, South Carolina
TOTAL: $ 10,886.00 MATCHING: $ 4,577.00 FEDERAL: $ 6,309.00

YOUTH OPPORTUNITIES TOTAL: $ 60,679.00 MARCHING: $ 24,244.00 FEDERAL: $ 36,435.00

EMPLOYMENT

71 - 017 - 001
"Womanpower: Employment Potential"
DIRECTOR: Dr. Kathryn S. Powell
School of Home Economics
Winthrop College
Rock Hill, South Carolina
TOTAL: $ 46,248.00 MATCHING: $ 21,934.00 FEDERAL: $ 24,314.00

71 - 016 - 003
"Project Speed Up"
DIRECTOR: Mr. Earle C. Traynham
College of General Studies
University of South Carolina
Columbia, South Carolina
TOTAL: $ 14,782.00 MATCHING: $ 4,941.00 FEDERAL: $ 9,841.00

71 - 014 - 005
"Providing Paraprofessional Training in Mental Retardation"
DIRECTOR: Dr. Wade C. Weiters
Department of Psychology
Presbyterian College
Clinton, South Carolina
TOTAL: $ 32,959.00 MATCHING: $ 12,932.00 FEDERAL: $ 54,182.00

EMPLOYMENT TOTAL: $ 93,989.00 MATCHING: $ 39,807.00 FEDERAL: $ 54,182.00

HOUSING

71 - 004 - 002
"Housing Strategies for South Carolina"
DIRECTORS: Dr. Herbert W. Busching
Dept. of Civil Engineering
Clemson University
Clemson, South Carolina
Dr. Bruce Yandle
Department of Economics
Clemson University
Clemson, South Carolina
TOTAL: $ 32,720.00 MATCHING: $ 11,397.00 FEDERAL: $ 21,323.00

HOUSING TOTAL: $ 32,720.00 MATCHING: $ 11,397.00 FEDERAL: $ 21,323.00

	71 - 016 - 008					
GOVERNMENT	"Training Program for South Carolina Governmental Employees"					
	DIRECTOR: Mr. Robert Stoudemire Bureau of Governmental Research University of South Carolina Columbia, South Carolina					
	TOTAL:	$ 37,917.00	MATCHING:	$ 20,860.00	FEDERAL:	$ 17,057.00
GOVERNMENT	TOTAL:	$ 37,917.00	MATCHING:	$ 20,860.00	FEDERAL:	$ 17,057.00
	71 - 004 - 004					
RECREATION	"Seminar for Recreation and/or Park Commissioners"					
	DIRECTOR: Dr. Lawrence W. Gahan Department of Recreation and Park Administration Clemson University Clemson, South Carolina					
	TOTAL:	$ 2,248.00	MATCHING:	$ 948.00	FEDERAL:	$ 1,300.00
RECREATION	TOTAL:	$ 2,248.00	MATCHING:	$ 948.00	FEDERAL:	$ 1,300.00
AGENCY OPERATION	TOTAL:	$ 28,200.00	MATCHING:	$ 3,200.00	FEDERAL:	$ 25,000.00
GRAND TOTAL	TOTAL:	$255,753.00	MATCHING:	$100,456.00	FEDERAL:	$155,297.00

ERIC Clearinghouse
JUN 11 1971
on Adult Education